LOS ANGELES PILOT SCHOOLS MANUAL

Los Angeles Unified School District

2018 - 2019

Office of School Design Options

Table of Contents

APPENDIX LIST	
APPENDIX A	Belmont Pilot MOU
APPENDIX B	LA Pilot Schools MOU
APPENDIX C	LAUSD-AALA MOU
APPENDIX D	LAUSD-UTLA Local School Stabilization and Empowerment Initiative 2011
APPENDIX E	2018 – 2019 List of Pilot Schools
APPENDIX F	Pilot School Organization Constitution
APPENDIX G	Pilot School Autonomies Chart
APPENDIX H	EWA Sample Template
APPENDIX I	Table of District Policies and Board Rules
APPENDIX J	2018 – 2019 General Funds School Program Manual
APPENDIX K	Shared Campus Agreement Template
APPENDIX L	State Board of Education Guidelines for Piloting Textbooks & Instructional Materials
APPENDIX M	Governing School Council / School Site Council / Advisory Groups Chart & FAQ
APPENDIX N	Holidays
APPENDIX O	Points of Contact for Central Office Support Services
APPENDIX P	California Education Code Parental Notification Requirements

INTRODUCTION AND OVERVIEW

History of Los Angeles Pilot Schools

Pilot Schools were established in February 2007 when a Memorandum of Understanding (MOU) was ratified by the Los Angeles Unified School District (LAUSD) and the United Teachers of Los Angeles (UTLA) to create and implement ten small, autonomous Belmont Pilot Schools within the District's Local District 4 with a specific focus on creating new, innovative schools to relieve overcrowding at Belmont High School. Over the following two years, the cap of ten schools was reached with nine Pilot Schools in Local District 4 and one Pilot School in Local District 6.

In 2009, with the advent of the Public School Choice Board Resolution, teachers lobbied UTLA to expand the number of Pilot Schools that can be established. A second MOU was ratified by LAUSD and UTLA for an additional twenty Pilot Schools District-wide. By the fall of 2011, the total number of Pilot Schools in the District had reached thirty-two. Subsequently, the Stabilization and Empowerment Agreement between LAUSD and UTLA (December 2011) lifted the cap on Pilot Schools, allowing any school in the District to adopt this model.

Currently, the District is organized into six Local Districts (North East, North West, South, West, East, and Central) with Pilot Schools assigned geographically to these Local Districts.

Purpose of the Manual

Pilot Schools represent a fundamentally different approach to transforming urban public education by providing schools with maximum control over their resources in exchange for increased accountability, all within the economies of scale of an urban school district. In Los Angeles, by virtue of a unique agreement between LAUSD, UTLA, and AALA, Pilot Schools have autonomy over five key areas: staffing, budget, curriculum and assessment, governance, and

school calendar/scheduling. In the Pilot School model, both the District and the unions have agreed to allow approved Pilot Schools to be exempt from District policies and mandates but they must follow all State and Federal guidelines. In allowing these schools to have more flexibility, they are able to provide more effective and innovative programs of instruction that seek to improve student achievement.

The purpose of this manual is to define the policies, practices, and responsibilities that govern Pilot Schools, as determined by the various Memoranda of Understanding (MOU) between Los Angeles Unified School District (LAUSD) and United Teachers Los Angeles (UTLA); these include the Belmont Pilot Schools Agreement (February 22, 2007); the Los Angeles Pilot Schools Agreement (December 2, 2009); the Local School Stabilization and Empowerment Initiative (December, 2011); and the MOU established between LAUSD and AALA (January 24, 2011). These documents can be found in *Appendices A – D.*

It is important to note that this manual is a living document. As current agreements are revisited and new issues are uncovered, this manual will continue to be revised to reflect any changes that may occur in the MOUs as previously agreed upon.

This manual is intended for use by various audiences including:

- LAUSD Central office staff and Local Districts' staff, especially as it pertains to their work with and support for Pilot Schools
- Leaders of new Pilot Schools (whether conversion or start-up schools), to assist them in understanding the full scope of autonomies and responsibilities inherent in Pilot Schools
- Design Teams of prospective Pilot Schools, to assist them in gaining an understanding of what Pilot School status entails
- Pilot School Governing School Council members
- Education Researchers

Agreements, Board Resolutions, and Committees Impacting Expansion of the Pilot School Model

LAUSD-UTLA Memorandum of Understanding on Pilot Schools

On February 22, 2007, the Los Angeles Unified School District and the United Teachers of Los Angeles entered a Memorandum of Understanding (MOU) in support of Pilot Schools. The agreement established 10 Pilot Schools in the

Belmont Zone of Choice as part of the collaborative work between Local District 4 and the Belmont Education Collaborative. When the District's Public School Choice Resolution was adopted by the Board in August 2009, a third agreement was adopted on February 9, 2010, which provided for the creation of 20 additional Pilot Schools. These documents have served to establish the framework for Pilot Schools in the District. It is highly recommended that users of this manual, especially Pilot School practitioners, thoroughly review the Memorandum of Understanding that is applicable to their school. Both MOUs can be found in *Appendices A – B*. In addition, a list of the current Pilot Schools can be found in *Appendix E.*

Public School Choice (PSC) Resolution

On August 25, 2009, the Board of Education of the Los Angeles Unified School District passed a resolution now known as the Public School Choice Motion. Public School Choice or PSC was initiated as a result of the District's commitment to school transformation efforts that would seek to address the continuing achievement gap and chronic academic underperformance still existing for a significant number of schools within the District. The motion was designed to foster innovative ideas and connect with educational models that would advance the District's commitment to provide quality education for all students in its schools.

Public School Choice Resolution provided a competitive process for internal and external teams to submit instructional plans for operating new schools, and also to turnaround underperforming schools (called Focus Schools) that were identified based on various school performance metrics. Design Teams submitted proposals and indicated the school model (the Pilot School model being one of the choices) that they felt can best support the instructional program they wished to implement at a school. These proposals were then subjected to a rigorous review process with final approval given by the Superintendent. When the LSSEI Agreement (see following section) was signed in 2011, significant amendments to the PSC Program were made, limiting the process to in-District applicants only, for a 3-year period (2011-2014). Under this amendment, in-District applicants were defined as "any proposed school operators and plans that are reliant upon District employees to staff the particular school's faculty positions." After the 3-year period, PSC applications from non-District applicants could only be entertained if there had been a previous implementation of in-District intervention options under the (then) No Child Left Behind (NCLB) Act or its equivalent, and after a determination had been made that the school had not responded to that intervention with substantial progress in student achievement.

The LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011

The LAUSD-UTLA Local School Stabilization and Empowerment Initiative (LSSEI) is a Memorandum of Understanding that was signed in December 2011 between the United Teachers Los Angeles (UTLA) union and the LAUSD Board of Education. This agreement offers schools the ability to be thoughtful and specific in how and what they offer their school communities. The underlying belief is that staff, students, and families at school sites are best prepared to determine the best practices and policies to meet their students' needs to increase student learning. While the agreement created a new autonomous school model, the Local Initiative School (LIS), it also eliminated the cap on the number of Pilot Schools that can be established in the District. However, existing agreements and processes governing Pilot Schools remain in effect. The full LSSEI document can be reviewed in *Appendix D*.

Pilot Schools Steering Committee

The Pilot Schools Steering Committee (PSSC) oversees the establishment and accountability for Pilot Schools. PSSC membership is made up of representatives from the following organizations:
- Los Angeles Unified School District (2)
- United Teachers Los Angeles (2)
- Community Organization members appointed by other members of the Committee (2)
- Associated Administrators of Los Angeles (1)

The PSSC is responsible for monitoring the proposal application process; including reviewing and approving all initial Requests for Proposals to establish Pilot Schools. The committee also makes recommendations to the Board of Education, which grants final approval for a school to become a Pilot site. In addition, the PSSC ensures Pilot Schools are meeting the yearly benchmarks each school has set for increased student performance, and is also involved in the schools' accountability as part of the Pilot School Quality Review process.

Local Options Oversight Committee

The Local Options Oversight Committee (LOOC) was established through the Local School Stabilization and Empowerment Initiative (LSSEI) agreement as a collaborative approach to school improvement. LOOC includes representatives from the Los Angeles Unified School District (LAUSD), United Teachers Los Angeles (UTLA), and Associated Administrators of Los Angeles (AALA) who work

together to facilitate successful implementation of local reform models (Local Initiative Schools, Pilot Schools, and Expanded School Based Management Model Schools). LOOC is charged with supervising and participating in the development of training programs, as well as providing mediation and dispute resolution, related to the design, adoption and implementation of local reform models. In addition, LOOC holds the responsibility of overseeing direction to collaborative intervention teams that will provide various support services to Public School Choice (PSC) schools (new, focus, or watch schools). The services include, but are not limited to, sharing best practices and providing planning and professional development assistance to schools.

Pilot School Organization

The Pilot School Organization (PSO) was created as a result of the District's participation in Harvard University's Public Education Leadership Project in the summer of 2013. The ultimate goal for the PSO was to create a space for the District's rapidly growing network of Pilot Schools to share best practices and to collectively advocate for full implementation of their autonomies. Between August 2013 and February 2014, an 11-member Transition Board comprised of Pilot School Principals throughout the District working with District staff and Instructional Directors, collaborated to bring life to a cohesive organization empowered to drive the Pilot School model and serve as a research and development body to augment innovative practice and accountability within LAUSD. The PSO Constitution (see *Appendix F*) was unanimously   adopted in February 2014.

With administrator and teacher representation from all Pilot Schools, the PSO provides a means for cooperative interaction with District leadership and central support offices to: (1) effectively support autonomy and innovation; (2) define significant changes that need to occur within the system; (3) provide feedback to the Superintendent regarding educational policy and; (4) develop leadership within the reform movement. With support from the Superintendent, the Local Districts, and the Office of School Design Options, the PSO aims to build a professional learning community to undertake change; to advocate for the needs of teachers, students, families; to provide mentorship to new members; and to hold the vision of educational equity within their autonomous school model.

Establishment of Pilot Schools

The purpose of establishing Pilot Schools is to provide models of educational innovation and design, and for these schools to serve as research and development sites for effective urban public schools. Research continues to

show that Pilot Schools have the necessary elements to counteract the inherent negative effects that poverty has on the academic achievement of low-income and/or students of color. Pilot Schools are open to students in accordance with the District's attendance boundaries for neighborhood schools, including any applicable Zone of Choice in which the Pilot School is located. Furthermore, to ensure equity among student groups, Pilot Schools are open to all students regardless of special needs, disabilities, socio-economic status and/or language needs.

The establishment of Pilot Schools shall be accomplished through a Request for Proposal (RFP) process developed by LOOC and administered by the Pilot Schools Steering Committee (PSSC). Submitted proposals are reviewed and approved by the PSSC. No Pilot School can be established without the approval of the PSSC and the LAUSD School Board. The Board of Education must authorize the formation of a new school through the County-District-School (CDS) code approval process.

There are three ways in which Pilot Schools may be established:

1. **New, Start-Up Pilot School**
   Design Teams, which may include parents, students and community members, submit a proposal through a District-issued RFP process. The membership of a Design Team will be consistent with the concept and intent of the Pilot Schools program. If a new, start-up Pilot School, such as one at a newly constructed site (i.e. Sonia Sotomayor Learning Academies), or a re-opened school (i.e. Hughes MS, if it were to re-open), receives approval to become a Pilot School, all current faculty at the school or SLC being relieved who voluntarily sign the Pilot School's Election-to-Work Agreement (EWA) are entitled to placement within the school for its first year as a Pilot. A proportionate number of teachers (based upon staffing norms) from each sending school are to accompany the students to the receiving school(s) after the exception for Design Team members. Exception means that Design Team members from schools other than the feeder school(s) being relieved by a newly constructed or reopened school shall have preference over UTLA-bargaining unit members from the schools being relieved. A reasonable number of Design Team UTLA members will comprise the initial faculty of a new, start-up pilot school. Additionally, Design Team members will be exempt from displacement due to norming during the course of the first full school year the Pilot School is in existence.

2. **Pilot Conversion or Conversion of a separate school within the same facility.**
   An existing, non-pilot LAUSD school or small learning community may convert to become a Pilot School if a minimum of 67% of all UTLA bargaining unit members who work 50% or more of their time in the school vote to adopt Pilot

status. If a school or small learning community converts to a Pilot School, all current faculty at the school or SLC who voluntarily sign the Pilot School's EWA are entitled to placement within the school for the school's first Pilot year.

This conversion allows existing schools that do not fit within the small size guidelines (a maximum of 500 students) to create a Pilot School at a comprehensive site. Each school in this facility would have its own principal, faculty, and budget, along with a different program or instructional focus. There could potentially be two or more distinct schools sharing a facility with each school assigned its own CDS (County-District-School) code by CDE. There are no extra operating funds provided to conversion schools from the District.

3. **Charter School Conversion.**
   An independent or affiliated charter school may choose to give up its existing charter and convert to a Pilot School. A Design Team from the charter school submits a proposal, which should include the proposed EWA.

Objectives of the Manual

The growth of Pilot Schools has now expanded well beyond its beginnings in Local District 4. Pilot Schools are increasingly dispersed across the entire District and because these schools are afforded certain autonomies it is important to communicate across all organizations how these autonomies can best be supported. As stated earlier, this manual is intended to be a living document designed to facilitate continuous improvement in defining support for Pilot Schools. Ultimately, it is hoped that this document can ensure that fundamental organizational processes are performed in a consistent way that meets Pilot Schools' needs.

Essential Features of Pilot Schools

- **Equitable.** In Pilot Schools, students and teachers are appreciated as individuals; cliques or stereotypes do not define them. The environment is safe and inclusive; cultural, ethnic, linguistic and special needs backgrounds are valued and celebrated. An open commitment to equity drives all aspects of the school, from teaching and learning to leadership, governance, and community engagement. Pilot Schools create an environment in which everyone feels respected, secure and challenged to do their best. All students are held to the same high expectations and all opportunities are open to all students; furthermore, all students are expected to pursue these opportunities to become college-ready. A Pilot School ensures success for all students by identifying practices that provide all students opportunities to reach high levels of achievement regardless of race or socio-economic status; this should be reflected in a Pilot School's vision and mission. It is also important to note that Pilot Schools do not screen students based on academic achievement. They are open to all students who choose to attend them.

- **Collaborative.** Pilot Schools practice purposeful staff collaboration wherein teachers share their best practices and work in teams. There is a commitment to a strong collaborative school culture with an emphasis on shared decision-making and shared responsibility for student achievement. Schools actively explore ways to change school culture and form strong partnerships with community organizations to expand student learning opportunities and support services. Teachers, school staff, parents and community members have expanded leadership roles. Systems and structures utilized in Pilot Schools should facilitate transparency to ensure all stakeholders are involved and understand the school vision and mission.

- **Autonomous.** All Pilot Schools are granted autonomy over staffing, budget, curriculum and assessment, professional development, governance and school calendar/scheduling for students and staff. These autonomous areas are interrelated and are critical to the success of Pilot Schools. At the heart of autonomy is the belief that the people closest to students should control the decisions that affect them. Pilot Schools are freed from many constraints in order to be more innovative, and to empower teachers and engage the community. Although Pilot Schools are exempt from District policies they are required to follow State and Federal mandates, court orders and provisions from applicable collective bargaining agreements. These autonomies will be described in further detail later in the manual. *Appendix G* provides a chart summary of the Pilot School autonomies and a brief description.

- **Accountable.** In exchange for increased autonomy, Pilot Schools are held to higher levels of accountability. They are expected to demonstrate higher levels of student engagement including attendance and academic performance that exceeds District averages. Shared decision-making brings with it shared responsibility for student achievement and progress. The governance body and lead staff must demonstrate the capability of carrying out the school plan, related timetables, and budget implementation, while being fiscally accountable.

  Pilot Schools are required to participate in all State-mandated tests and assessments, including standardized tests. Pilot Schools are also encouraged to adopt assessment systems of their own, including portfolios, criterion-referenced tests for core subjects, alternative standardized tests, school performance assessments, and social skills assessments. Additionally, Pilot Schools must undertake a Pilot School Quality Review Process in their third year of operation and every five years thereafter.

- **Personalization.** Pilot Schools can be developed at any school level: pre-school, elementary, middle, high, or span school. Personalized learning, while arguably easier to develop in smaller scale environments, is possible for larger, comprehensive schools. Pilot Schools, whether small or comprehensive, demonstrate a strong effort to consider individual student characteristics and needs, and implement flexible instructional practices in organizing the learning environment. Teachers take on dual roles as coach and advisor; diagnosis of relevant student learning characteristics is purposefully practiced; a collegial school culture is evident; students are placed in interactive learning environments; and authentic assessments are being used.

- **Innovative.** Pilot Schools are given autonomies in order to be innovative. Pilot School leaders and educators are not afraid to embrace changes in practices and continuously reflect on their work to assess outcomes. These schools exhibit a high level of educational experimentation and set high standards for both students and staff. An innovative pilot school implements creative methodologies and challenges the status quo, whether through student empowerment, broader use of technology, development of partnerships with other industry sectors, or curricula that brings learning outside the classroom. These schools are essentially challenged and empowered to redefine education.

GUIDELINES FOR THE PILOT SCHOOL AUTONOMIES

Chapter

2

As stated in the MOU between LAUSD and UTLA (see Appendices A and B), Pilot Schools are exempt from all Board Rules and District policies.

STAFFING

Pilot Schools are free to select the best teaching staff that will serve their students' needs and their school mission and vision. They are also exempt from the provisions of the negotiated collective bargaining agreement between the District and UTLA <u>except</u> for the following articles:

Pilot Schools have the freedom to select and release their staff in order to create a unified school community.

- Dues Deduction (Article IV-A)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))
- Evaluation of (Article X), Peer Evaluation (Article XXVII, Section 3.2 (e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)
- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Holidays (Article XVII): 9 legal holidays, 8 winter recess holidays and 5 spring recess holidays
- Safety (Article XXXVIII)

GENERAL STAFFING GUIDELINES

1. The staffing plan is based on student needs; additionally, staff must be selected and retained to support the vision and mission of the school.

2. Teachers at Pilot Schools maintain their full status as UTLA members and as employees of the District.

3. Pilot Schools are required to comply with all applicable collective bargaining agreements and Personnel Commission rules pertaining to classified employees.

4. Pilot Schools have the freedom to select and release certificated staff annually in order to ensure a unified school community that supports the vision and mission of the school. This should be done in accordance with accepted due process procedures. Teachers may play a significant role in the staffing process although staffing decisions ultimately rest with the principal who retains the final authority. The MOU requires that the Election-to-Work Agreement (EWA) be offered to the employee by April 15 every year, thus, it is recommended that schools begin their staffing process by February of every year. The interview and selection process for the school should be completed by the start of summer so that new teachers and staff are able to attend required professional development courses and workshops specific to the school's pedagogy, structures, culture, and systems.

5. Assignment of each staff member at Pilot Schools is on a year-to-year basis (There is no job security at the site, though non-probationary staff retain seniority and transfer rights within the District).

6. Every Pilot School must have in place an "Election-To-Work Agreement (EWA)," outlining work conditions at the school and approved by two-thirds of the certificated staff. The EWA should identify timelines for transfers and staff selection so as to allow teachers not staying at the school ample opportunity to make an informed decision should they opt to transfer to another school within the District. Pilot School teachers maintain the same transfer rights as any other teacher in the District. For an expanded description and information on the EWA, please review Election-To-Work Agreement under the "Human Resources Guidelines" Section in the manual. See *Appendix H* for a sample EWA template.

7. The principal is responsible for evaluating staff and ensuring that they receive proper assistance in improving performance when necessary. Pilot

Schools can include in their annual EWA any additional teacher evaluation measure that their staff agrees will enhance their school's performance. **NOTE:** The Pilot MOU specifically states that the following provisions of the UTLA/LAUSD Agreement <u>cannot</u> be waived or modified:

    a. Article X – Evaluation and Discipline

    b. Article XXVII, Section 3.2(e) – Peer Evaluation

For classified staff evaluation, the principal will follow evaluation provisions from the applicable bargaining agreement.

8. Pilot School principals can recommend the termination of any employee for unsatisfactory evaluation or just cause but they must ensure due process for the affected employee.

Selection and Evaluation of Principals

1. The Governing School Council (GSC) (or Design Team for new, start-up and conversion Pilot Schools) recommends the selection of the school leader with the Local District (LD) Superintendent having final authority. A Pilot School can seek candidates outside the District hiring pool as long as candidates meet State and Federal qualifications and administrative credentialing requirements for employment as school administrators. When the GSC (or Design Team) recommends a principal to hire, it will submit <u>one name</u> to the Local District Superintendent. Should that name not be accepted, the Local District Superintendent will, to the extent possible, explain why the candidate was not selected. The GSC will submit another name until agreement is reached.

2. The Pilot School's GSC annually evaluates the principal with all written evaluations submitted to the applicable Local District Superintendent or Designee. If the LD Superintendent is not satisfied with the GSC's evaluation and recommendation, the LD Superintendent may choose to initiate further evaluation of the principal at that time. Principal evaluation is discussed in further detail in the "Governance" section.

HUMAN RESOURCES GUIDELINES

1. UTLA members work at their respective Pilot Schools voluntarily and may request a teacher-initiated transfer to another District school at the end of any school year. *For detailed information, please read MEM-041185.0 Teacher Initiated Transfer Program* located in the LAUSD Documents Library.

2. All UTLA members who elect to work in a Pilot School maintain their full status as members of the UTLA Bargaining Unit and as employees of the District, and continue to receive UTLA salaries, benefits, and accrual of seniority within the District.

   Employees shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority as provided in the California Education Code. These employees shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g. temporary, probationary, permanent, substitute, intern, etc.).

Filling Vacancies

Pilot Schools are required to post all vacant positions for certificated staff and administration (principals, asst. principals) through the Human Resources Division. Pilot Schools may advertise positions outside the system, but are responsible for the cost of any advertising.

Pilot Schools may select faculty from any candidate eligible throughout LAUSD, and not just in their local instructional area. All selection of staff for Pilot Schools must be processed and approved through the Human Resources Division. The selection of non-UTLA staff members who are in other LAUSD unions shall follow the applicable collective bargaining agreements.

The initial faculty for newly opened Pilot Schools (newly constructed or reopened) will be comprised of a reasonable number of their Design Team-UTLA members. Design Team members from schools other than the feeder school(s) being relieved by a newly constructed or re-opened school shall have preference over non-Design Team UTLA members from the school(s) being relieved; further, they are exempt from displacement during the school's first Pilot year. After all Design Team members have been assigned, the remaining vacancies will be filled with a proportionate number of teachers, (based upon staffing norms) from each sending school, who voluntarily sign the school's EWA and match the concept and intent of the Pilot School's program. Any remaining vacancies will be filled through the Pilot School's established interview and selection process.

Policies and regulations pertaining to classified and other non-certificated employees are in effect and shall govern all such employees working in Pilot Schools.

Reduction in Force

As stated at the beginning of this section, and as detailed in the three MOUs currently in effect, certain provisions of the LAUSD-UTLA Collective Bargaining Agreement remain in full force. The provisions concerning Reduction in Force, Article XIII of the UTLA contract, are one of them. Whenever the District is forced by budgetary constraints to lay off teachers by issuing Reduction in Force notices, there will be limitations on the ability of Pilot Schools to select new teachers. Article XIII provides the language concerning the order of re-employment for terminated probationary and permanent employees. The California Education Code § 44955-44959.5 provides statutory provisions for termination by seniority and re-assignment by seniority and qualifications. However, the CA Ed Code also includes provisions for a school district to reappoint certificated employees based on a number of reasons, without following the order of seniority ("skipping"). "Skipping" (exceptions for deviating from seniority to protect specialized teachers) on rehire lists based on special skills and qualifications is not guaranteed and must be approved by the Board of Education each year. Because this involves careful review of the employee's credentials and qualifications, it is recommended that Pilot School Administrators work closely with the Human Resources staff in filling vacancies.

Elect-to-Work Agreements (EWA)

Every Pilot School must have in place an **"Elect-to-Work Agreement" (EWA)** that sets forth the work conditions for UTLA collective-bargaining members. Minimally, the EWA should contain the following information, as outlined in the Pilot MOU:

- *The length of the instructional day, school day and work day*
- *The length of the instructional year, work year, and school calendar*
- *The amount of time or responsibilities an employee is required to render beyond the instructional/school work year or day set forth in the UTLA Agreement.*
- *Any additional required duty time, such as during summers, school breaks, etc.*
- *Any additional evaluation measure, which enhances the Pilot School.*

The EWA may also include any Internal Appeals Process (IAP) developed by the Pilot School's Governing School Council. (*See the Internal Appeals Process section below.*)

UTLA members who apply for positions at Pilot Schools shall be provided with the EWA at the time of application and the UTLA member shall sign the EWA before starting employment at the Pilot School. <u>All certificated employees are required to sign the document as a condition of working or continuing to work at the Pilot School.</u> However, certificated positions that are centrally-funded and held by employees centrally-assigned to schools are not conditional to the employee's signing of the EWA. Pilot School Administrators should consult with the District's Human Resources Division and Staff Relations Office if they have questions regarding these certificated positions. Returning UTLA employees should sign the EWA by April 15 of the preceding school year.

The annual EWA, which should include the items listed above, shall be approved by the Governing School Council, and given to affected staff no later than April 15 of the previous school year. Drafts of the EWA shall be presented to the faculty no later than February 15. UTLA-represented staff may vote to override the proposed EWA, sending it back to the Governing School Council for possible re-working. If an EWA for an upcoming school has not been approved by March 15th, the previous year's EWA shall remain in place. Each Pilot School UTLA member must sign his or her school's EWA when selected and no later than April 15 annually thereafter. ***NOTE:*** *There is a difference in the percentage of deciding votes between the 2 MOUs. Pilot Schools follow the percentage requirement within the MOU they were established.*

BELMONT PILOT SCHOOLS AGREEMENT	LOS ANGELES PILOT SCHOOLS AGREEMENT
66-2/3%	50% + 1

For a list of Pilot Schools and the applicable MOU refer to ***Appendix E***. An Elect-to-Work Agreement template can found in ***Appendix H***.

For new, start-up schools that do not have a constituency to present to for a vote, staff would accept the initial EWA as submitted in the Design Team's proposal as a condition of hire upon acceptance of a job offer.

ELECT-TO-WORK AGREEMENT PROCESS TIMELINE

January 15 – February 14	If changes to the EWA are planned, the GSC should begin to draft the EWA (may include time to receive input from the Staff Relations Office)
February 15	A draft form of the EWA is given to staff for review
February 16 – March 14	Staff reviews EWA and votes to override or agree (entire staff vote, not just affected staff)
	If enough votes override, EWA is sent back to GSC for re-working
March 15	Deadline for the GSC to approve the EWA for upcoming school year; if no agreement has been reached by this date; the previous year's EWA shall remain in place.
April 1	Suggested deadline for UTLA employee to sign the EWA, returning or new. EWA is already finalized and approved via consensus by staff.

Compensation of Employees

UTLA members at Pilot Schools shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Agreement between the District and UTLA ("Agreement").

Newly Selected Staff

Pilot Schools are responsible for ensuring that their new employees have submitted all required forms to Human Resources (for certificated employees) or to Personnel Commission staff (for classified employees) before they begin working. If a new employee has not met these requirements, he or she will not be added to the District payroll and shall not perform any work on behalf of the District. All legal requirements for criminal background checks, specified health screening, and other pre-employment measures must be followed.

Pilot Governing School Councils may develop their own internal process for recruitment, creation of a selection committee, screening and interviewing of candidates, and selection of the finalist candidate. The Human Resources Division will determine the salary placement and benefit eligibility, officially offer the job and follow up with the required paperwork (i.e., background checks, tuberculosis testing, and other legally required items).

As a condition of initial employment and no later than April 15 annually thereafter, each Pilot School UTLA member must sign an Elect-to-Work Agreement (EWA).

Performance Evaluation for UTLA Members

The following Articles from the UTLA agreement apply to all UTLA members at Pilot Schools:

- Evaluation (Article X)
- Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)

Pilot Schools can include in their EWA any additional teacher evaluation measure that enhances their program and school.

Supplemental Evaluation Agreement (Addition to Article X)
The Los Angeles Unified School District (LAUSD) and United Teachers Los Angeles (UTLA) 2012 Evaluation Procedures Supplement to Article X (the "Supplemental Agreement") is an important addition to Article X of the LAUSD-UTLA Collective Bargaining Agreement (the "CBA"). The Supplemental Agreement was ratified by UTLA members on January 19, 2013 and adopted by the Board of Education on February 12, 2013. The Supplemental Agreement was reached in response to the Doe v. Deasy Court Order enforcing the requirements of the Stull Act, which compel the District <u>to evaluate teacher performance as it reasonably relates to student growth and progress</u> toward District standards and State standards for pupil achievement, as measured by State-adopted criterion-referenced student testing results.

Under the Court Order, implementation of the statutory requirements (under the conditions detailed in the Supplemental Agreement) must begin immediately. Article X of the CBA remains in full force and effect, together with the additional terms set forth in the Supplemental Agreement. What this effectively means is that administrators must explicitly include and consider data of pupil progress during the initial goal-setting phase with teachers and use when determining the overall performance in the final evaluation. However,

measures of student achievement should not be used as the only means of measuring quality or effectiveness of instruction. In the released guidance to principals, the assessment of student progress and other student data-driven results will carry a weight limited to 30% of the total evaluation determination. Observed classroom performance and other similar factors will remain the primary and controlling factors.

The provisions of the agreement apply to all School-Based, Instructional Personnel and Support Services Personnel, including all Pilot Schools. All LAUSD administrators, including Pilot School Administrators, must ensure that a student performance data goal be incorporated into a teacher's initial planning sheet AND that both classroom level student outcome data and school-wide AGT information be considered and used when determining a teachers' overall performance in making a final evaluation. Additional guidelines and information are provided through *BUL-5335.5 - Performance Evaluation for UTLA Bargaining Unit Personnel* in the LAUSD Documents Library.

Displacement and Transfers

Any UTLA bargaining unit employee who is displaced and/or is released from a Pilot School (e.g. due to programmatic change at the school site or loss of funds) during the term of the agreement shall be transferred to a vacancy for which the employee is qualified at a school within the geographic area in which the present school is located, or if no such vacancy exists in an adjoining area, then to a vacancy in some other area. In the event there is no vacancy available within a reasonable distance from the school from which a teacher has been displaced, a representative from UTLA and a representative from the District Human Resources Division will meet to consider different assignment options for the affected employee.

Non-probationary staff at a Pilot School who is not a match for the vision and mission of the school can be required to transfer. A Pilot School may transfer employees when such action is deemed to be in the best interest of the educational program of the school. The employee shall be notified and counseled regarding the transfer, and a written reason(s) for such transfer shall, upon the employee's request, be supplied to the employee. In such cases, the District and school shall assist the employee in securing an appropriate placement. (Nothing prohibits the employee from also pursuing placement.)

Placement of Displaced Teachers

Because of the EWA, the District will not place displaced or must-place teachers in Pilot Schools. However, if there is a vacancy at a Pilot School that matches a displaced teacher, and if the displaced teacher is interested and willing to accept the EWA, and if the principal is interested and willing to take the displaced teacher, HR will facilitate that placement.

DISTRICT POLICIES AND BOARD RULES

The LAUSD-UTLA MOU provides that Pilot Schools are exempt from all Board Rules and District Policies. However, Pilot Schools are still required to comply with all State and Federal laws, court orders, and consent decrees. For the most part, District policies are developed to be in compliance with these legal requirements. If a Pilot School has a question about a District policy, please contact the Office of School Design Options for assistance. *Appendix I* provides a table that lists a few of the LAUSD policies and Board Rules that have underlying Federal and State mandates.

BUDGET GUIDELINES

This section provides a general framework for budget development for Pilot Schools.

> **Pilot Schools determine how to allocate funds for staffing and scheduling decisions to realize their vision and mission of improved student learning.**

Pilot Schools receive most of their unrestricted resources through a per pupil funding formula that factors in enrollment and their Average Daily Attendance (ADA) percentage. ADA is significant because the State distributes funds to school districts based on their Average Daily Attendance. High student attendance rates generate more revenue for districts and their schools. Pilot Schools receive this allocation in Program 13027, allowing the school to make budget decisions that optimize programs and services to students, in alignment with the school's vision, mission, and goals, within the constraints of State and Federal laws, court orders and consent decrees, collective bargaining agreements, Personnel Commission Rules, and the Human Resources Division. Categorical (restricted) funds, while allocated on a per pupil basis, are not included in this allocation.

Pilot School principals and their respective Governing School Councils have the autonomy to use their per pupil budget to provide for the vision and mission identified in their approved proposals. While the Governing School Council approves the annual budget, the Pilot School principal is the final budget manager and assumes responsibility for ensuring that the budget is available to support staffing requests and all other costs for a fiscal year.

Per Pupil Funding Rates

The per pupil allocation formula is calculated by multiplying the school's E-Cast enrollment projections x ADA% x school type (elementary, middle, high) rate.

Derivation of the rate may vary from year to year; for 2018-2019, the rates for Pilot Schools will be developed according to the Local Control Funding Formula (LCFF). For detailed information regarding the per pupil rates for Pilot Schools please review *Appendix J*, the *2018-2019 General Fund School Program Manual* released by the Budget Services & Financial Planning Division (located on the LAUSD School Fiscal Services website and the Pilot Schools website). The manual includes an appendix (page 50-60) specific to Pilot Schools and provides more in-depth technical guidance around the budgeting process, including information on carryover and norm day settle up.

Excess Costs

Students with special education needs and English Language Learner needs will be provided services by the District at the same level as they are being provided throughout the district.

Categorical Resources

While general funds are unrestricted discretionary resources used to sustain the day-to-day instructional and operating expenses of a school, categorical funds are resources that are earmarked for specific purposes. These resources may be grants or special funding coming from the State and Federal governments that are targeted for particular categories of students, special programs, or special purposes. Most often, categorical funds have restrictions as to how they may be spent. The intent of supplementary categorical programs funding is to provide direct instructional support to students beyond the core educational program provided by the district. All expenses must be clearly identified and justified as supporting student achievement in alignment with the school's Single Plan for Student Achievement (SPSA).

Based on the program criteria and their students' eligibility, Pilot Schools may receive Title I and other State and Federal grants and special program funding. These funds are not included in the per pupil discretionary budget and are allocated separately. Allocations of categorical funds will be based on the school's eligibility and will also reflect the District's budgeting practices. At initial budgeting, categorical funds will be based on the Pilot School's program eligibility. District budgeting practices will also be taken into consideration (e.g., for programs allowing this, the District withholds portions of some funding sources to help in balancing the District budget, to provide centralized resources, to provide for centralized purchase of materials for schools, etc.). Pilot Schools will receive the same per pupil allocation from these sources as non-Pilot schools.

Budgeting Categorical Funds

The California Education Code requires that the School Site Council (SSC) oversee the strategies and budgets associated with the Single Plan for Student Achievement (SPSA), which includes schools operating under an intervention plan, Corrective Action Plan, and those operating under a Western Association of Schools and Colleges (WASC) plan. Pilot Schools should use their SPSAs as guides for allocating their categorical funds. As plans are adjusted during the year, budget allocations may need to be adjusted as well.

In building their budgets, Pilot Schools should consider all their available resources, including categorical funds. While Pilot Schools desire maximum flexibility in the conduct of their programs, the District must ensure compliance with categorical program guidelines to avoid audit exceptions and loss of District funding. Following are some important guidelines regarding categorical programs.

When budgeting and planning expenditures using categorical funds, schools should ask themselves the following questions:
- Are these expenditures based on what is good for students at our school, not what is good for the adults?
- Do these expenditures provide supplementary services that would not be provided absent categorical funds?
- Do position allocations for categorical funds match the proportion of each position actually performing direct, supplementary services to students?
- Do these expenditures directly affect each student in progressing to proficiency on the State standards?
- Does this categorical funding allocation help us reach our achievement goals and benchmarks?

The *2018-2018 Program and Budget Handbook* (located on the School Fiscal Services website and the Pilot Schools website) produced annually by the Federal and State Education Programs Office provides further detail on effectively using categorical resources to enhance the core program.

Additional Funding Sources

Pilot Schools are encouraged to aggressively pursue outside sources of funding from grants, partnerships and foundations to supplement their budget.

Deficit Reduction

Pilot Schools will equitably participate in all District deficit reduction programs.

Purchasing of Goods and Services

In expending District funds, Pilot Schools must comply with applicable public contract laws and regulations.

CONDITIONS OF BUDGET AUTONOMY

Pilot Schools will use their monetary allocation to build a budget that meets the needs of their school's instructional and operational program within the constraints of State and Federal laws, court orders and consent decrees, Personnel Commission rules, and Collective Bargaining Agreements. Pilot Schools, with support from their Local District Superintendent and other District offices, will be expected to assume a variety of responsibilities related to finance, including State and Federal compliance guidelines. These responsibilities may include:

- Meeting compliance requirements for categorical programs.
- Working through the appropriate District offices to obtain State waivers for more flexible use of categorical funds. Schools should be aware that obtaining waivers can be a time-consuming process that should begin as early as possible; timelines are dependent on the State Board of Education's (SBE) annual meeting calendar. The SBE's meeting calendar and detailed information on the waiver request process are available from the California Department of Education's website.
- Working through the District's Board of Education to obtain approval to apply for State County-District-School (CDS) codes (for start-up Pilot Schools), and applying to the State for these codes.
- (For Pilot Schools on shared campuses) Working with other schools around coverage of such services as school police, nurses, campus aides, custodians, librarians, etc., by forming a joint agreement or shared site agreement (see *Appendix K* for a template of the *Shared Campus Agreement*) that spells out usage and responsibilities for all schools on campus.
- Obtaining District-provided services such as building maintenance, food services, wiring of buildings for Internet access, etc.

CURRICULUM AND ASSESSMENT GUIDELINES

In order to best meet students' learning needs, Pilot Schools have the freedom to structure their curriculum and assessment practices, as long as they are equal or greater in rigor to the District's. While Pilot Schools have the flexibility to determine their school-based curriculum and assessments, they must meet Common Core State Standards requirements and are held accountable to Federal and State required tests.

While ensuring all State standards are taught, Pilot Schools design curriculum that supports the mission and vision of the school and their students' needs. This autonomy allows Pilot Schools to implement innovative practices that engage students, ensure students are taught 21st century learning skills—project-based learning, work-based learning, career training, etc., and create a rigorous program of study. Significant time and funding is provided for school-specific professional development. Assessments that allow schools to measure multiple forms of student learning are developed and implemented.

I. CURRICULAR AUTONOMY

Pilot Schools are expected to use the following guidelines in developing their curriculum:

- Pilot Schools' curriculum shall be based on the Common Core State Standards, and should meet or exceed the rigor of any curriculum provided by LAUSD.

- Pilot Schools can create or modify curriculum to fulfill each school's mission but there must be a core curriculum for all students.

- Teachers have autonomy to work creatively on curriculum design.

- All Pilot High Schools must provide to every student a college preparatory curriculum that meets University of California (UC)/California State University (CSU) A-G requirements, guided by a multiple-pathways approach that recognizes the value of career or intern-based education as well as college readiness. This does not preclude a Pilot High School from creating a different but comparable sequence of courses that meets the academic rigor of the A-G requirements. In such cases, the District will work with the Pilot School to ensure acceptance of the course sequence by the UC system.

- Assess rigorous A-G curricula in multiple ways.

- Schools are encouraged to create more personalized environments, including small class sizes and small teaching loads.

- Pilot Secondary Schools have flexibility from Board policy on graduation requirements but must offer graduation eligibility at or above the District requirements for students to receive an LAUSD diploma[1].

- Pilot Secondary Schools should provide students, parents/guardians a copy of their graduation policy at the beginning of each school year.

EXERCISING CURRICULAR AUTONOMY OVER CERTAIN DISTRICT PROGRAMS

English Learner Program

Federal and State law requires the District to provide services, which include daily English Language Development (ELD) and access to the core curriculum for all English Learners (ELs). In addition, the District entered into an agreement with the Office for Civil Rights, and as a result, revised the English Learner Master Plan. The agreement and law requires the District to ensure that ELs are provided access to standards-based ELD and content area instruction by placing students in instructional settings that meet their language and academic needs.

---

[1] 12th grade students transferring to a Pilot School that has higher graduation requirements than the District will receive a LAUSD diploma as long as they meet and complete District requirements at a minimum. However, the Pilot School can choose to curtail graduation-related senior activities for such student.

The District's Multilingual & Multicultural Education Department recognizes that some schools have a successful English Learner Program even though it may not necessarily align with the English Learner Master Plan. Pilot Schools that want to continue with their English Learner Program should utilize the English Master Plan Waiver Request process. The waiver allows schools to waive out of components of the English Learner Master Plan, <u>if the school can present a compelling educational reason based on the English language development needs and outcomes of English learners</u>. To find out how to submit a waiver and a plan, please review *BUL 6260.2 - English Learner Master Plan Waiver Request: Guidelines and Procedures for Requesting English Learner Master Plan Waiver Request, K-12* located in the LAUSD Documents Library.

<u>In addition, Pilot Schools interested in submitting a waiver should take note of the following key points:</u>

- Each waiver is taken on its individual merit (there is no blanket policy to refuse all waivers).

- A waiver for the prescribed curriculum or curricular program must differentiate between the two levels of LTEL (Long Term English Learner) courses.
  - One type of curriculum or curricular program cannot be used for students in both secondary LTEL levels.

- Data metrics such as AMAO 1 (Annual Measurable Achievement Objective) and AMAO 2 must be considered when demonstrating justification to waiver an identified component of the English Learner Master Plan, and the English learner API improvement data or appropriate CORE Waiver metric.

- The intention of a waiver is not to exempt a school from doing something; it is a waiver to use a different evidence-based practice.

- The most critical lens with which the waiver will be evaluated is based on the Castañeda v. Pickard[2] three-part test:
  - *Is the requested waiver (program or practice) based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy?*

---

[2] In 1981, a federal court of appeals decision, *Castañeda v. Pickard*, created a test for evaluating the adequacy of a school district's approach to addressing the needs of its non-English speaking students and Limited-English-speaking students. The Department of Education uses the test set forth in the *Castañeda* decision as the basis for determining whether a school district program for serving students with limited English proficiency is complying with Title VI.

- *Is the requested waiver (program or practice), including resources and personnel, reasonably calculated to implement effectively?*
- *How will the school evaluate and make adjustments where needed to ensure language barriers are actually being overcome?*

DIPLOMA AND GRADUATION REQUIREMENTS

California Education Code	Pilot School Responsibility
State sets minimum high school graduate course requirements	Must meet the State minimum requirements for graduation
Grants local school districts the authority and responsibility for establishing any requirements for awarding a California high school diploma for their secondary schools (including the set of 13 minimum courses required by CA Ed Code)	Must consider that students may transfer from a Pilot School to a regular District school; therefore, the students in a Pilot School needs to be at par in their progress toward fulfilling the District graduation requirements. Must provide a copy of the graduation policy to all students at the beginning of each school year.

Physical Education Graduation Requirements
California public schools are seeking to align their physical education programs with the Physical Education Framework for California Public Schools; the use of outside-of-school sports (i.e., participation in competitive sports that is not directly associated with the high school) as equivalent credit is discouraged. The authority to determine course equivalencies resides with the local school district.

Pilot Schools should also consider National Collegiate Athletic Association (NCAA) course work requirements for athletics and scholarships. Meeting NCAA admission requirements does not guarantee admission into college—it simply determines whether students may participate in athletics during the freshman year.

Health Education:
- Health, as a course, is not a State-mandated graduation requirement. However, it is a District requirement for awarding a high school diploma.

- Schools, including pilot schools, must meet certain health education requirements under the new AB 329 bill which renames the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act (CA ED Code 51930-51939) to the **California Healthy Youth Act**.[3] The new bill revises the provisions to integrate the instruction of comprehensive sexual health education and HIV prevention education.

	Comprehensive Sexual Health Education	HIV Prevention Education
Required?	**Yes.** Under the renamed California Healthy Youth Act, schools are now required to ensure that all pupils in grades 7 through 12 receive integrated instruction in comprehensive sexual health education AND HIV prevention education. Each pupil shall receive this instruction at least once in middle school and at least once I high school. Schools are required to follow specific laws regarding course content and parental notification. See *Content Requirements* and *Notification to Parents and Guardians* below.	
Definition:	Education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.	Instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of human immunodeficiency virus (HIV) infection, and social public health issues related to HIV/AIDS.
Content Requirements:	• Age appropriate • Medically accurate[4] and objective • Include education regarding contraception and healthy relationships • Include information	• Age appropriate • Medically accurate and objective • Available on an equal basis to English language learners • Appropriate for use with

---

[3] As of October 1, 2015, the California Comprehensive Sexual Health HIV/AIDS Prevention Education Act is amended under AB 329 to be called the California Healthy Youth Act. The amendment requires schools to provide **both** comprehensive sexual health education and HIV prevention education to pupils. The new laws are in effect as of January 1, 2016, and amends Sections 51930-51939 of the CA Education Code.

[4] Verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.

regarding human development and sexuality, pregnancy, and sexually transmitted infections
- Available on an equal basis to English language learners
- Appropriate for use with pupils of all sexes, genders, races, ancestry, national origin, sexual orientations, ethnic and cultural backgrounds
- Appropriate for and accessible to pupils with mental and physical disabilities
- Instruction should encourage students to communicate with parents or guardians about human sexuality
- Should teach respect for marriage and committed relationships
- Should not teach or promote religious doctrine
- Should not promote bias against any person protected by CA EC Section 220 (see above)

In addition, instruction shall include:
- Information about the value of abstinence (abstinence-only education is not permitted in California public schools)
- Information on STDs,

pupils of all sexes, genders, races, ancestry, national origin, sexual orientations, ethnic and cultural backgrounds
- Appropriate for and accessible to pupils with mental and physical disabilities
- Instruction should encourage students to communicate with parents or guardians about human sexuality
- Should not teach or promote religious doctrine
- Should not promote bias against any person protected by CA EC Section 220 (see above)

In addition, instruction shall provide:
- Information on the nature of HIV/AIDS and its effects on the body
- Information on HIV transmission
- Information on methods to reduce the risk of HIV infection[5], including both abstinence and condoms (abstinence-only education is not permitted in California public schools)
- Information on public

---

[5] Instruction shall emphasize that sexual abstinence, monogamy, the avoidance of multiple sexual partners, and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention, but shall also include statistics based upon the latest medical information citing the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection, as well as information on other methods that may reduce risk of HIV transmission from intravenous drug use.

	including their transmission, treatment, and prevention information about the effectiveness and safety of all FDA approved methods reducing the risk of contracting STDs • The effectiveness and safety of all contraceptive methods approved by the FDA, including emergency contraception • Information about California's newborn abandonment law (safe surrender law) • Skills for making responsible decisions about sexuality	health issues associated with HIV/AIDS • Information on local resources for HIV testing and medical care • Instruction on development of refusal skills and decision-making skills • Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding people living with AIDS, with an emphasis on compassion for people living with AIDS
At what grade level should it be taught?	**7-12:** content must comply with above requirements. All pupils in grades seven through twelve, at least once in middle school and at least once in high school.	
Is there a required curriculum?	Decided by the school district and school board. However, curricula shall be research-based, medically and factually accurate, and in compliance with Ed Code requirements. Instruction is considered medically accurate if it is verified or supported by research conducted in compliance with scientific methods and published in peer journals and recognized as accurate by and objective by agencies with expertise in the field, such as the Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. Other medically accurate information may be obtained from the United States Surgeon General and National Academy of Sciences. (CDE Recommends the following resource: California Healthy Kids Resource Center). **NOTE:** *Positive Prevention meets the California Education Code curriculum requirements and is already adopted by LAUSD. The District's Health Education Programs Office highly recommends this to schools and can offer the*	

	curriculum along with training to teachers. For additional information, please go to Positive Prevention Curriculum.
Who teaches?	• Instructors[6] trained in the appropriate courses. • May be delivered by school personnel who have been trained in the appropriate courses. Credentials are not required unless it is being delivered in a full health class/course, in which case the teacher should have the appropriate health credential. Schools that opt to have other certificated school personnel deliver the HIV/AIDS instruction can request training from the Health Education Programs Unit. • May be delivered by outside consultants or guest speakers. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction. Instruction provided by outside instructors shall comply with the same requirements as instruction provided by teachers employed by the school district. **NOTE:** *A list of District approved outside presenters can be found at http://www.aidspreventionlausd.net/approved_outside.html. If a school is interested in an outside provider not on the list, the agency has to be vetted by the District's Health Education Programs Unit. For additional information and to download forms, please refer to BUL 1132.3 – Complying with the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act (SB 71) located in the LAUSD Documents Library.*
Notification to Parents and Guardians	Passive (opt-out) parent/guardian permission required (parent/guardian may request **in writing** to excuse their child from all or part of comprehensive sexual health education and HIV/AIDS prevention education) • Per the CA Ed Code, schools must send a notice to parent/guardian at the beginning of the school year, or, for a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil's enrollment, and at

---

[6] Instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.

	least 14 days prior to instruction about planned instruction in comprehensive sexual health education and HIV/AIDS-prevention education. *The parental notification for this instruction is provided within the Parent and Student Handbook that is annually distributed to all students in LAUSD. Additionally, sample notification letters from BUL 1132.3 can be used (Attachments B-D).*
	• Notification should:
	    ○ Include information explaining the parent's or guardian's right to request a copy of the Ed Code chapter
	    ○ Advise parent/guardian on what materials will be used and that materials are available for inspection
	    ○ Advise parent/guardian who will be teaching, whether taught by school district personnel or by outside consultants. If taught by outside consultants, the notice shall include the date of instruction, the name of the organization or affiliation of the guest speaker, and information stating the right of the parent/guardian to request a copy of Ed Code Sections 51933 and 51934.
	    ○ Advise parent/guardian that he/she may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS prevention education (a sample notification letter is available from the CDE site, including translations)

Additional CA Ed Code mandates:	If a parent/guardian requests that their child NOT receive instruction in either or both comprehensive sexual health education and HIV/AIDS prevention education, CA Ed Code 51939 **requires** that an alternative educational activity be made available to the student/s.

- Pilot Schools have the flexibility to set their school's graduation requirements as long as it meets State graduation requirements. In order for students to be cleared to receive their LAUSD high school diploma, one of the following options need to be completed:

1. **Comprehensive Health Course** – School provides a comprehensive health education to gain 5 units of credit for health education.
2. **HIV Alt Clearance** – School must provide the minimum requirements of the *California Healthy Youth Act*. For this option,

<u>students are not provided health credits or units</u>. Instead, they receive an alternate internal District clearance in MISIS for high school graduation eligibility. Comprehensive Sexual Health and HIV/AIDS Prevention-Education Instruction may be delivered:
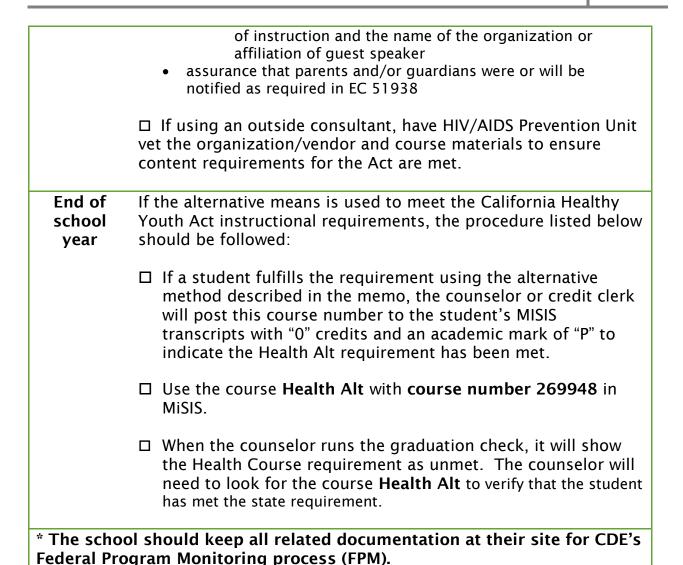
- ▪ Through a Health course in the master schedule taught by a faculty member with a health education credential; **OR**

- ▪ By a certificated staff, as long as the instructor has received appropriate training[7] and the content meets the CA Education Code content requirements (**IN-SERVICE TRAINING:** *The LAUSD HIV/AIDS Prevention Unit provides the in-service training. Teachers interested in receiving in-service training can contact Tim Kordic at (213)-241-3519 or via timothy.kordic@lausd.net to get training information or by going to* http://www.aidspreventionlausd.net); **OR**

- ▪ Through other alternative instructional delivery format, provided by a trained professional outside of the District, e.g. Sexual Health for America's Youth instructor. (<u>Please see additional instructions below</u>). ***If a Pilot School wants to use an outside agency to deliver the instruction, please contact Tim Kordic (timothy.kordic@lausd.net) from the District's HIV/AIDS Prevention Unit for information on outside vendors.***

Instructions for Pilot Schools Providing Comprehensive Sexual Health Education and/or HIV/AIDS Prevention Education Using Alternative Delivery Formats	

Beginning of school year	☐ Submit a memo signed by the principal to their Local District Director with the following information:
	• How the Comprehensive Sexual Health Education and HIV/AIDS Prevention Education will be provided to every student.
	• Who will be delivering the course
	    o if a regular (non-health credentialed) teacher, how the teacher was trained
	    o if using an outside consultant or guest speaker, the date

---

[7] EC 51935 requires school districts to cooperatively plan and conduct in-service training for all teachers and school employees who provide AIDS prevention instruction. This in-service training shall be conducted periodically to enable staff to remain current with new developments in the scientific understandings of AIDS as well as with new prevention-education techniques.

	of instruction and the name of the organization or affiliation of guest speaker • assurance that parents and/or guardians were or will be notified as required in EC 51938 ☐ If using an outside consultant, have HIV/AIDS Prevention Unit vet the organization/vendor and course materials to ensure content requirements for the Act are met.
End of school year	If the alternative means is used to meet the California Healthy Youth Act instructional requirements, the procedure listed below should be followed: ☐ If a student fulfills the requirement using the alternative method described in the memo, the counselor or credit clerk will post this course number to the student's MISIS transcripts with "0" credits and an academic mark of "P" to indicate the Health Alt requirement has been met. ☐ Use the course **Health Alt** with **course number 269948** in MiSIS. ☐ When the counselor runs the graduation check, it will show the Health Course requirement as unmet. The counselor will need to look for the course **Health Alt** to verify that the student has met the state requirement.
* **The school should keep all related documentation at their site for CDE's Federal Program Monitoring process (FPM).**	

A-G Curriculum (For Secondary Schools)

The subject requirement, more commonly referred to as the "A-G" requirements is one of three requirements needed to enter University of California (UC) as a freshman. UC and California State University (CSU) admissions evaluators refer to each California high school's "A-G" course lists when reviewing student application for admissions. Admissions evaluators use the course list to understand how the applicant has taken advantage of the courses that are offered at the student's high school. The applicant's achievements are reviewed "in context" to their learning environment, allowing for a fairer assessment. Pilot High Schools should submit an A-G course list to UC in order for their seniors to be eligible to apply for UC schools in November each school year. All courses are reviewed by a UCOP subject area analyst to verify that the content meets the university's standards for college-preparatory coursework.

The approved course list is posted each year on the University of California website after proper steps are taken. Pilot Schools planning to develop a new course should consider the following:

- When developing curriculum that meets A-G subject area requirements, schools should focus on:
  - ➢ the academic rigor of the course, which includes the number and level of pre-requisites;
  - ➢ the level of student work required;
  - ➢ how the subject-specific questions will be addressed;
  - ➢ the depth of the key assessments.

- It is essential that Pilot Schools go through proper channels for course submissions, as delineated by the District.

- Please review the following documents for additional information:
  - ➢ REF 5833.6 (Revision of the UC/CSU A-G Approved Course List) located in the LAUSD Documents Library.

WASC Accreditation and UC Course Approval for New Pilot High Schools
Typically, new schools must become WASC-accredited or a candidate first before they can establish an A-G course list. New Pilot High Schools that are opening with 9-11th graders go through the WASC accreditation process first and then establish their A-G course list. UCOP requires schools to be WASC accredited first before they will add a new school's course list to their system. New high schools opening with 12th graders can receive provisionally approved A-G course lists from UC subject to WASC accreditation. The provisional approval applies for a minimum of one year and up to a maximum of three years. Below are important steps to follow for a new Pilot High School opening with 12th graders (*REF 5829-Process for New High Schools to Become Accredited and Listed with College Board, ACT, UCOP, and NCAA* located in the LAUSD Documents Library.) provides detailed information and guidance):

1. First, apply for the College Entrance Examination Board (CEEB) School Code through the Educational Testing Service (ETS) as soon as the teaching staff has been selected or no later than the first day of school.

2. Complete UC's New School Information Form (see Attachment C in REF 5829) and submit to UC, along with the course list, by September 1st of the year the new school opens. The school's CEEB code is required to complete this form.

➢ If the school is offering AP courses, the AP Audit process must be completed on the College Board website as soon as the AP Courses and teachers have been identified. A school may not offer an AP course unless the course and the teacher have been authorized by the College Board through the AP Audit process. (REF 5829 provides more *instructions on the AP Audit Process*.)

➢ UC will allow the school to have a provisionally approved course list for a minimum of one year and up to a maximum of three years.

➢ The school must submit evidence of WASC **initial** accreditation status no later than September 1st in the year following the new school's opening.

➢ The school must submit evidence of WASC **full** accreditation within **two years** of being granted initial accreditation status at which point UCOP will convert the course lists to being officially UC-approved.

3. Apply for a WASC visit as soon as possible, preferably by the first day of school.

➢ New Pilot High Schools can apply for the *Expanded Substantive Change Visit*

➢ The school will have a one-day fall visit done before December 31st

➢ The Committee will write their report and submit it to WASC

➢ WASC will send a notification letter to the school by early spring

➢ The school then sends a copy of the letter to UC

➢ UC enters the school on the UC site and A-G courses can then be entered by Counseling Coordinators

Please review *REF 5832.4-Guidelines for the WASC Accreditation Process* (located in the LAUSD Documents Library) to get an updated overview and framework, including WASC accreditation resources and support.

CURRICULUM AUTONOMY & GUIDELINES AT-A-GLANCE

Autonomy	Policy Guideline
Curriculum	
Flexibility to structure curriculum practices to meet vision, mission, and learning needs of students	Must implement a core curriculum for all students that is deeply aligned to the Common Core State Standards
Flexibility to set promotions and graduation requirements	• Rigor is either ≥ District requirements • Provide A-G curriculum that meets

	UC/CSU requirements
Assessment	
Flexibility to opt out of District-required assessments	Must have assessments in place that track student progress
Professional Development	
Flexibility to choose professional development	Should support curriculum program and assessment practices

II. ASSESSMENT AUTONOMY

Pilot Schools are expected to use the following guidelines for assessment:

- Assessments are first and foremost a tool for informing and improving instruction.
- Assessments should be a tool to measure student progress.
- Assessment practices must be fair and equitable for all students.
- Professional development and collaboration should support assessment.
- Clearly communicate assessment goals and dates to students and parents and share results of assessments with parents.
- Assessment practices need to be regularly reviewed and refined.
- State and Federally mandated assessments will be used to assess both student progress and school effectiveness.
- All Pilot Schools are held accountable for all State and Federal mandated testing. They are required to administer the Smarter Balanced Assessments (SBAC).
- All Pilot Schools will make available to all students tests that provide access and opportunity to students – for example, Preliminary SAT (PSAT), SAT, and ACT.
- All Pilot Schools are required to use the State curriculum frameworks as guidelines in preparing students. Annually, Pilot Schools will submit to their Local District Instructional Superintendent their curriculum sequence and requirements.
- Pilot Schools may choose to administer to students LAUSD interim assessments (formerly called periodic assessments), or they may choose to administer their own unique assessments provided that they are comparable or greater in rigor, and that the assessment results are forwarded to their Local District Instructional Superintendent and

translated into terms that are understandable to others. Annually, Pilot Schools will inform their Local District Instructional Superintendent if the school plans on administering the LAUSD interim assessments to students. (*Please review additional guidelines and instructions under Interim Assessments, below.*)

- Pilot Schools are required to administer any assessment that is identified to meet State or Federal requirements (i.e. Modified Consent Decree, Reclassification)
- Pilot School administrators and leaders shall be accountable for regularly sharing assessment information and results with their respective Governing School Councils and their Local District Instructional Superintendent.

California Office to Reform Education (CORE) Waiver and Common Core State Standards (CCSS) Assessment Requirements

The Los Angeles Unified School District is part of a consortium of 10 districts in California working together to support school reform. Eight of the school districts, including LAUSD, collaborated to create an NCLB CORE Waiver Application to the US Department of Education for a waiver of certain aspects (i.e., section 1116) of the Elementary and Secondary Education Act (ESEA, formerly NCLB). This waiver directly impacts schools that receive Title I funds and their Program Improvement accountability system under NCLB. While the waiver grants some flexibility, it comes with the promise and accountability that the District will gear up for Common Core, develop an accountability system in lieu of Program Improvement, and develop strong teacher and leader support and evaluation systems. Essentially, with respect to Pilot Schools' autonomy, CORE Waiver requirements are to be considered federal requirements, and as such must be adhered to.

With the District's adoption of the Common Core State Standards (CCSS), CST state assessments have been replaced by the Smarter Balanced Assessments (SBAC) beginning 2014-15.

Interim Assessments (formerly called Periodic Assessments)

Pilot Schools recognize that ongoing assessments are required as part of an effective instructional program. Assessment autonomy provides Pilot Schools the opportunity to design their own formative measures enabling teachers to identify data points to inform their instruction and to provide differentiated support for students in their classroom. To access this autonomy Pilot Schools may choose from the following assessment options:

- District provided CCSS aligned assessments
- Use the District provided assessments and additional CCSS aligned assessments
- Replace or modify District Program components
- Develop their own CCSS aligned assessments

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding sub grants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and other as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Because of the NCLB requirement, Pilot Schools must align their locally developed assessments to Federal requirements on interim assessments and the assessment commitments and description in the District's State approved LEA Plan. Although the LEA Plan spans several years, it is updated yearly. Pilot Schools may need to coordinate yearly with the District's LEA Plan to make sure no significant changes have occurred. It is important to note that even with the CORE Waiver approval; the District is still required, under NCLB, to submit a LEA Plan.

Federal Requirements on District Interim Assessments (or Local Measures of Student Performance other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessment, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b)(3), <u>that the Local Educational Agency (LEA) and schools served under this part will use to</u>:

   a) Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

b) Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;

c) Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

d) Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, the LEA must provide a succinct description in their Plan, and indicate grade levels and students served with such assessments.

The District's Interim Assessments, as described in the LEA Plan:

- Are informative assessments which are used for continuously gathering evidence about learning progress in order to inform teachers about what instructional adaptations need to be taken to promote further learning
- Occur at least two times a year
- Are written to ensure their alignment to the Common Core State Standards
- Are designed to provide diagnostic information en route to students demonstrating mastery on corresponding Common Core State Standards and California State Standards in content areas

Schools planning to design their own local or interim assessments should consider the following implementation guidelines:

1. The following assessments <u>MUST</u> be implemented (additional information regarding District Interim Assessments can be found in *MEM-6700.2 Comprehensive Assessment Program: District Assessments 2018-2019* located in the LAUSD Documents Library.

   - <u>Foundational Reading Assessment (DIBELS Next) for English learners or Students with Disabilities</u> ➲ these assessments are required by the Modified Consent Decree and for the purpose of reclassification
   - <u>Math 6 placement assessment or the Algebra 1 summative assessment</u> ➲ Middle schools must administer these assessments as they are used for placement and to determine whether students will earn numerical credit in high school

2. Locally designed assessments must be of equal or higher quality than the District model(s) and must include the following information:

- Description of the alternate assessment and the Common Core State Standards being addressed by the alternate assessment
- How the assessment will be implemented and a timeline showing when the administration and grading of the assessment will occur
- Copies of assessment materials that will be used, including teacher directions and student protocols
- A copy of the rubric that will be used to score this assessment
- Description of how the assessment will be used (interpretation) and how results will be communicated (reporting). Data from these assessments should be used at the school level to inform instructional practice.

3. Locally designed assessments must be validated through a process that involves administering the assessments, determination of their effectiveness, and correcting any problems that surface.

4. A data collecting, tracking and reporting system should be part of the alternate assessment model. If possible, assessment data must be tracked centrally using MyData and/or other applicable platforms. (NOTE: MyData may not always have the necessary functionality to collect and report the data from customized assessments so schools should plan to develop a corresponding data collection and reporting system for their site.) Schools may choose from a variety of options for providing the assessments:
   - *Hard copies, paper materials:* students take the assessment test with pen and paper
   - *Electronically:* computer, tablet, or other technological device is used to take the test, either through an external provider's website or a proprietary software, or both

5. Process:
   - Schools must submit their proposed alternate assessment document, and all pertinent support documentation, to their Instructional Director (ID) prior to implementation.
   - Schools must inform their ID if they plan to modify or discontinue the alternate assessment
   - ID will be responsible for maintaining a database of the specific autonomies each school in their network is accessing and communicating the information to the respective Superintendent of Instruction, DOI, and other appropriate Divisions in the District.

LAUSD PILOT SCHOOLS NETWORK
STATEMENT ON ASSESSMENT

The Pilot Schools believe that having in place a strong system of assessing student progress is vital to creating excellent schools in which all students learn and achieve at high levels. We believe in standards that lead to excellent schools, not standardization. We support the development of network-wide competencies and assessments that, while providing common information on how schools are doing, also allow for and encourage uniqueness in approaches to instruction and assessment among schools. Ultimately, good assessment systems should open doors for all students rather than shut them, and help students graduate with a range of options.

The Pilot Schools Network assessment system is built upon the following principles. <u>Assessment should do the following</u>:

- Provide multiple ways of assessing student competency in meaningful ways, rather than relying on one single method.
- Enhance transparency, so that all students, families, and the public understand the knowledge, skills, and habits of mind that students are expected to know and be able to do, how they will be expected to demonstrate this knowledge, and what constitutes high quality work.
- Be developed and used by those working most closely with students, while also involving families and the community.
- Provide information to students, families, and the community on how students are progressing toward meeting goals.
- Be embedded in curriculum and instruction that engages students in work that has a public purpose, that inspires students to become producers and contributors, and that assists them to become active participants in our democratic communities.
- Help students become independent, self-reliant, and thoughtful learners, and gain a sense that they are able to affect and improve the world around them.
- Provide opportunities for students to be successful, to learn from mistakes and challenges, and to build persistence and resiliency as learners.
- Help students become reflective learners and self-assessors who monitor their own growth, build on their strengths, and develop their skills.
- Promote reflective practice in teachers, leading to improved instruction.
- Reflect the best research on instruction and assessment.

TEXTBOOK PURCHASE UNDER THE LOCAL CONTROL FUNDING FORMULA (LCFF)

Pilot Schools exercising their flexibility with curriculum design in order to meet the unique needs of their students should be aware how the Local Control Funding Formula (LCFF) impacts selection of instructional materials.

Much has changed since the enactment of the LCFF in 2013, California's new school funding formula, LCFF, changed how all local educational agencies (LEAs, i.e., school districts) in the state are funded, including the source for textbook funding. The Instructional Materials Funding Realignment Program (IMFRP), no longer exists. Under LCFF, funding targets are created based on student characteristics. For school districts and charter schools, the LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants that are calculated based on student demographic factors. These in turn are distributed to school districts as Principal Apportionment funds, a series of apportionment calculations by the California Department of Education (CDE) that adjusts the flow of state funds to school districts throughout the fiscal year as information becomes known. Furthermore, school districts are required to develop a Local Control Accountability Plan (LCAP) to demonstrate how education funds are used to support students. Development of the LCAP requires input from parents and the community in addressing the 8 state priority areas and how expenditures will be aligned to these priorities. Embedded within the District's LCAP are instructional materials expenditures to support implementation of academic interventions, and structural & process interventions which includes autonomous school models' flexibility in areas such as budget, instruction and curriculum.

Prior to the implementation of LCFF, ED Code mandated that for grades K-8, funds were used to purchase textbooks adopted by the State Board of Education (SBE) while for grades 9-12, funds were used for locally adopted textbooks that were aligned with state content standards.

What has changed? In terms of adoption, none. The SBE still considers K-8 instructional materials for adoption but none for grades 9-12. LEA governing boards continue to have the authority and responsibility under EC section 60400 to adopt instructional materials for use in their high schools for grades 9-12.

However, as of 2013, LEAs are no longer required to use only state-adopted instructional materials (at least as it applies to K-8). EC Section 6021 was added via AB 1246 (Brownley), stating the following:

"(a) Notwithstanding any other law, local educational agency may use instructional materials that are aligned with the academic content standards adopted pursuant to Section 60605 or 60605.8, including instructional materials that have not been adopted by the state board pursuant to Section 60200.

(b) Instructional materials for mathematics that are aligned to common core academic content standards developed by the Common Core State Standards Initiative consortium pursuant to Section 60605.7 shall be deemed to be aligned to the content standards adopted pursuant to Section 60605 or 60605.8 for purposes of Section 60119.

(c) If a local educational agency chooses to use instructional materials that have not been adopted by the state board, the local educational agency shall ensure that a majority of the participants of any review process conducted by the local educational agency are classroom teachers who are assigned to the subject area or grade level of the materials."

In other words, the District is not required by law to implement state-adopted instructional materials. However, laws requiring sufficiency of instructional materials for all students remain in full effect (see *Williams Legislation* below)

If a Pilot School is considering adopting new textbooks or instructional materials, efforts must be coordinated with the District's Division of Instruction and the Integrated Library and Textbook Support Services office. When making adoption decisions, schools are encouraged to use the common core content standards, the curriculum frameworks, the SBE-adopted evaluation criteria, and the reports on each adoption as resources.

Textbook Selection Not on the District Adopted List
If a pilot school wants to use a textbook that is not on the District Adopted list, schools must submit a completed *Waivers and Exceptions* form that is signed by the principal and Local District Superintendent, along with a copy of their pilot plan, to the Integrated Library & Textbook Support Services (ILTSS), in order for State textbook funding (LCFF) to be used. For questions or additional assistance regarding purchasing of textbooks, please contact the ILTSS office.

Additional Resources:
- *Toolkit for Evaluating the Alignment of Instructional and Assessment Materials to the Common Core State Standards* located on the Pilot Schools website

- BUL 6210.1 – *Targeting the Purchase of Textbooks for Grades K-12* located in the LAUSD Documents Library
- BUL 6111.1 - *Instructional Materials Policies and School Site Procedures* located in the LAUSD Documents Library
- BUL 5209.1 – *Criteria for Evaluating Instructional Materials* located in the LAUSD Documents Library
- ***Appendix L – Guidelines for Piloting Textbooks and Instructional Materials***

Williams Legislation

Williams legislation mandates districts and schools to provide sufficient textbooks and/or instructional materials to all students. The California Education Code defines sufficient textbooks to mean that "....each pupil, including English learners, has textbooks or instructional materials, or both, to use in class and to take home."

Specifically, the law requires that:
- Each student should have a basic or basic-aligned-to-standards textbook and/or instructional materials for use in:
  - Reading/ELA
  - History/Social Science
  - Mathematics
  - Science
  - Health
  - Foreign Language (when offered)
- Each student should have a <u>single</u> textbook in the above subjects that he/she can use both at home and in class.
  LCFF funding is <u>not used</u> for the purchase of class sets in addition to the books issued directly to students nor is it required by CA Ed Code.

All schools are accountable to the mandates of the *Williams* legislation. However, there is focus on the lowest performing schools currently defined as those ranked in the bottom 1/3 (deciles 1-3) of the Academic Performance Index[8]. Under the law, the Los Angeles County Office of Education (LACOE) has the responsibility of conducting school visits, to validate that schools are using District adopted and/or approved textbooks and that students have access to sufficient textbooks and/or instructional materials.

---

[8] The API is still being used by LACOE.

	Description	Williams Compliant	LCFF Funding
District *Adopted* Textbooks	Textbooks in the defined subject areas that have been adopted for use in the District for grades K-12	Yes	Yes
District *Approved* Textbooks	• Additional textbooks in the defined subject areas that have been approved by the District's instructional units for grades K-12 • Not gone through the formal State or District adoption process	Yes	Yes - if school submits a waiver and exception form that is signed off; otherwise - No
Supplemental Textbooks	Used to enhance core instructional program	No	No; can use categorical or discretionary funds

Professional Development

In order to create personalized learning environments for their students to raise student achievement and meet other school wide goals, Pilot Schools have flexibility with the design of their professional development. Teachers are active participants in identifying the type of professional development that aligns with their school's curriculum, assessment, and intervention. Having this flexibility encourages collegiality and fosters agreement on goals and visions among the participants. Research has shown that buy-in among participants is crucial as the process acknowledges their existing beliefs and practices. With professional development autonomy, a Pilot School can set its own professional development dates, decide on the content that will best meet their students' learning needs, and address the strengths and weaknesses of their teaching staff internally and/or by contracting with outside PD providers.

Chapter

5

GOVERNANCE

Pilot Schools have a school based governance structure with increased decision-making power over budget, principal selection and evaluation, and program policies, while complying with legal requirements. Pilot Schools form a Governing School Council (GSC), modeled on the composition of a School Site Council, that: (1) sets and maintains the school vision; (2) selects, supervises, and evaluates their principal with final approval by the Local District Superintendent; (3) approves the annual budget; (4) approves the annual Election-to-Work Agreement (EWA) for UTLA staff; and (5) establishes bylaws and school policies, consistent with applicable laws and regulations, that the school community feels will help students to be successful.

Composition of the Governing School Council

A Pilot School's GSC can be composed of:
- The principal;
- Teachers;
- Other school personnel;
- Parents;
- Community members;
- Community-based organization or university representatives;
- Students (for middle and high schools)

Pilot Schools have the freedom to create their own governance structure that has increased decision-making power over budget approval, principal selection and evaluation, and program and policies, while being mindful of legal requirements and applicable collective bargaining agreements. Each Pilot School shall be governed by a Governing School Council, the composition of which shall comply with the School Site Council model as established in the RFP.

The membership of the Governing School Council (GSC) shall be consistent with School Site Council (SSC) membership guidelines per the California Education Code:

1. The principal is an automatic member.
2. All members must be elected by their peers, except for the principal.
3. At the *elementary* level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other personnel; and (b) parents or other community members selected by parents.
4. At the *secondary* level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.
5. At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

The Governing School Council's decision-making power is shared among constituents, as councils are comprised of staff, administration, community representatives, families, and for high schools and some middle schools, students[9]. Principals are always GSC members while other members are elected by their respective groups. Community representatives may come from businesses, foundations, colleges and universities, and local government. They are important additions, as they are able to widen the council's perspective and can leverage resources for the school. On School Site Councils, community members are elected to the same slots filled by parents if there are no parents who wish to hold those positions. They must, however, be selected by the parents through a formal election, or voting, process. Since the SSC seats belong to the parents, it is recommended that schools utilize a formal process to substitute the parent voice for that of a member of the community. A Pilot School may elect to have the same members in both councils but they are not required to do so. Please see review BUL 6745 – *Guidelines for the Required English Learner Advisory Committees and School Site Councils* for additional details regarding school advisory groups and composition and elections for school site councils. Additionally, **APPENDIX M** provides a table that summarizes the roles of SSC, GSC and the advisory groups.

All Governing School Councils must have a set of written and approved by-laws that outline the council's membership, election procedures, terms of office, duties, officers, number of meetings per year, decision-making procedures, and methods of communication with the larger school community.

---

[9] According to the CA Ed Code, all secondary schools (middle and high) are required to have student members on the SSC, middle schools may vote not to have them on the SSC. When this vote occurs, the decision should be recorded in the SSC bylaws and in the meeting minutes.

Forming the Governing School Council

Following are 3 possible options for meeting the California Education Code composition requirements.

1. <u>Option 1</u>: Pilot School forms a School Site Council that is part of a larger GSC. In which case the SSC holds its formal meetings to review data and the Single Plan for Student Achievement prior to or after the GSC meeting. The SSC Chairperson should formally open <u>and</u> close the SSC meeting before or after the GSC meeting, post the meeting agenda and maintain the meeting minutes and documentation. GSC members who are <u>not</u> elected SSC members do not have voting rights over SSC-related issues.

2. <u>Option 2</u>: Pilot School forms a School Site Council, which dually serves as the GSC. However, SSC stakeholder groups <u>must</u> elect their own representatives. No seats can be reserved for specific people. Meeting agendas should be distinctly separate and each group's meetings should end before commencing the meeting for the other council.

3. <u>Option 3</u>: Pilot School forms the SSC and GSC as separate councils. The Pilot MOU does not require that the same people be elected to both councils; however, the composition requirement for a SSC is still followed.

The Role of the Governing School Council

Pilot School Governing School Councils have substantially greater authority than do the School Site Councils in other District schools. Pilot School Governing School Councils are responsible for the following:

• Set and maintain the school's vision, mission, and goals

• Approve the annual budget

• Recommend the selection of the school principal and oversee an annual internal evaluation of the principal (with the LD Superintendent having final authority over hiring, evaluation, and renewal or termination)

• Communicate regularly with the school's LD Superintendent or Designee.

- Ensure compliance with all State and Federal mandates, court orders, and safety policies related to school operation

- Ensure that the school has a written and approved dispute resolution process in place that includes an Internal Appeals Process (IAP)
- Ensure that there is an annual written and approved Election-to-Work Agreement (EWA) that every UTLA member signs prior to the beginning of each school year

- Annually review the school's progress on indicators of student engagement and achievement, and ensure that there is a plan in place to address any gaps

Essentially, it is the GSC's charge to keep the vision of the school front and center, to ensure that the school is performing at high levels, and to enable all of the school's constituencies to have a voice in the school's development. Given this charge, it is critical that every Pilot School have in place a functioning GSC, with representation from administration, faculty, parents, community representatives, and in the case of high schools, students. Newly established Pilot Schools should transition from a design team to a duly elected GSC as soon as possible once the school has been launched. Each Pilot School shall annually submit their GSC roster and contact information for the GSC Chairperson to the LD Superintendent and Instructional Director.

Internal Appeals Process

The Governing School Council of each Pilot School shall develop an Internal Appeals Process (IAP), which may be utilized by UTLA members at Pilot Schools to allege a violation or misappropriation of the terms and conditions governing the Pilot School. A complaint under the IAP is limited to allegations that the written terms and conditions governing the Pilot School, as specifically set forth in the RFP and/or written decisions of the local Governing School Council, have been violated or misapplied.

Each Pilot School's IAP must be submitted to the Pilot Schools Steering Committee for approval. If a Pilot School cannot agree on an IAP, the process set forth in Section IX-G (same section for MOUs) shall be deemed to be the IAP at that Pilot School. Such IAP shall also apply if the Steering Committee rejects a locally developed IAP and the Pilot School does not agree to a revised procedure, or if the Steering Committee rejects a revised procedure. Schools are encouraged to use the guidelines to develop their own policy.

Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Pilot School level, the matter shall be submitted to the Los Angeles Pilot Schools Steering Committee. The Committee shall come to a consensus on a final decision. If a final decision cannot be made by consensus, a majority vote of members present shall make a final decision.

Advisory Groups

English Learner Advisory Committee (ELAC)

Pilot Schools with 21 or more English learners or students of Limited English Proficiency (LEP) in attendance, regardless of language, must form a functional English Learner Advisory Committee (ELAC). The ELAC is a committee for parents or other community members who want to advocate for English Learners. The ELAC's purpose is to advise the principal and school staff of programs and services for English learners and the SSC on the development of the Single School Plan for Student Achievement (SPSA). The percentage of parents of English learners on the ELAC must be at least the same as that of the English learners at the school. State law requires ELAC; however, the committee can relinquish their responsibilities to the SSC or GSC (if the SSC and GSC are one and the same). Responsibilities can be relinquished only after the ELAC has been duly formed and elected, and has been trained on their responsibilities as a committee; then the committee can relinquish their responsibilities to the SSC for up to 2 years (EC 52870). Please review **Appendix M** for detailed information on the ELAC composition and delegation of authority. In addition, BUL 6745 provides guidance for the operation of the ELAC and SSC.

Hiring of Principals

The Governing School Council shall make recommendations to the LD Superintendent regarding the filling of the position for the Pilot School Principal by forwarding their nominee for the position. Pilot School GSCs may develop their own internal process for recruitment, create a hiring committee, screen and interview candidates, and make a recommendation of the final candidate (with the LD Superintendent having final authority to select the principal).

For new Pilot Schools (schools that established Pilot School status either through the Public School Choice Process or through a Pilot School RFP), the Design Team will act as proxy for the GSC responsibilities in recommending the final candidate.

CORE Waiver requirements on interventions for Priority Schools may impact principal selection for some Pilot Schools, ***but only if the Pilot School has been identified as a Priority School under CORE criteria***. CORE identified Priority School Principals are reviewed for leader effectiveness and, if deemed necessary, may be replaced. If this occurs, the District is federally required to select a new principal that:

- Has a track record of increasing student growth on standardized test scores as well as overall student growth, as well as in subgroups in the school
- Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead
- Has a minimum of 3 years' experience as a principal
- Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL

For more detailed information regarding CORE Priority Schools, please review the "Priority Schools" section in the CORE Waiver FAQs on the Pilot Schools website.

Performance Evaluation of Principals

The Pilot School's Governing School Council shall annually evaluate the principal, establishing and developing a process that the council selects and approves in accordance with the AALA agreement. The GSC can form an internal evaluation subcommittee that will oversee the process and evaluation activities. The LD Instructional Director is consulted throughout the development of the process and may also serve on the internal evaluation subcommittee. Regular communication between the Instructional Director and the subcommittee should be established. All written evaluations must be submitted to the LD Superintendent or Designee at a specified time, which should be before May 10 of each school year. If the LD Superintendent is not satisfied with the Governing School Council's input and recommendations, the concerns shall be communicated to the Pilot School's Governing School Council. The LD Superintendent may also choose to initiate further evaluation of the principal at that time. There should be enough time built into the evaluation timeline to allow for the additional evaluation should the LD Superintendent deem it necessary. As prescribed in the AALA agreement, May 10th is the final date for a final evaluation report to be submitted (already accounting for any concerns the LD Superintendent may have).

Every Pilot School's GSC should have an approved, written process for providing input into the performance evaluation of the principal. This document should clearly articulate the process by which the GSC shall provide input, including criteria for input. The performance evaluation of principals should be based at least in part on the LAUSD evaluation form and take into account the LAUSD School Leadership Framework. Specifically, the evaluation process <u>must</u> include the program elements outlined in the *2015-16 LAUSD-AALA Memorandum of Understanding Concerning Educator Development and Support for School Leaders*, as well as the evaluation ratings used and observation protocols. The Professional Learning and Leadership Development Branch provides resources for using the School Leadership Framework. This written policy should be on file with the LD Superintendent or Designee.

The performance of a principal should be evaluated annually, in accordance with the AALA agreement. The GSC may provide input to the LD Superintendent at any point.

Guidelines for the Evaluation Process in Each Pilot School
Following are recommended guidelines that each Governing School Council should use in developing and approving their process for providing input:

1. Ensure that there is a written and approved job description for the principal. Evaluation foci are based on the 2016-17 District-identified elements from the School Leadership Framework (SLF), plus up to two additional focus elements identified by the principal and the LD Director, with the GSC providing input. In addition, the GSC should keep in mind the school performance goals articulated by the LD Superintendent and the District.

2. Establish an internal process for principal evaluation
   - An Evaluation Sub-committee is formed to oversee the process; composition of the sub-committee shall include a teacher, parent, student, and community member.
   - Ensure that established timelines are met including due dates specified in the AALA contract.
   - Ensure that the LD Instructional Director is consulted and that the internal evaluation process is approved and codified.
   - Ensure regular communication with the LD Instructional Director throughout the whole process as well as sharing the timeline and relevant information with school staff, parents and other stakeholders.
   - The Evaluation Sub-committee should ensure that the instruments used and the data collected are agreed upon and analyzed.

3. Input may include collection of the following data:
   - A self-evaluation or assessment by the principal of his/her performance in relation to the job description and annual goals.
   - Collection of other data such as review of staff and student engagement and performance data; review of the progress in meeting the annual expectations of the prior year.

4. The Evaluation Sub-committee should then synthesize all collected data resulting in a written document that includes findings, commendations and recommendations for improvement. The document should be approved by the entire council and submitted to the LD Superintendent before May 10. The LD Superintendent may indicate changes or initiate further evaluation if there are concerns. The evaluation timeline should take this into consideration and set the due date for the final written document well before May 10 to provide ample time for any additional evaluation the LD Superintendent may deem necessary. The final document should be reviewed with the principal and the LD Instructional Director.

5. The LD Superintendent or Instructional Director shall acknowledge receipt of the evaluation input to both the GSC chairperson and the school's principal.

Timeline and Process of Evaluation

All annual internal evaluations of Pilot principals must be conducted and the results submitted to the LD Superintendent in accordance with the AALA agreement. If a Pilot school's GSC plans to recommend its principal for non-renewal, the GSC must inform the LD Superintendent in time for the LD Superintendent to take action, in accordance with the AALA agreement. If a Pilot School's GSC does not submit an annual evaluation of the principal within the specified timeframe, the LD Superintendent can move forward with his/her own evaluation process of the principal.

The following table provides a sample general timeline for the principal evaluation process.

INTERNAL PRINCIPAL EVALUATION TIMELINE

Prior to the start of the school year Jul - Aug	• Develop a job description for the principal position (if this does not already exist for the school)

Aug - Sep	• Meet with Principal to identify additional focus elements (up to 2) from the School Leadership Framework for the school year (*consider the goals of the LD as well as the mission and vision of the school when identifying additional focus elements for the year*) • Principal presents focus elements for the academic school year to the GSC and the LD Instructional Director
Sep – Oct	• GSC establishes the internal principal evaluation subcommittee and develops a detailed timeline for the internal evaluation process • Detailed timeline should include period for LD Superintendent review of final report the Internal Evaluation Subcommittee will submit and enough time should the LD Superintendent want an additional evaluation • Internal Evaluation Subcommittee conducts research on and begins to develop tools and surveys that will be administered as part of the internal evaluation process • Meet with the LD Instructional Director to review the internal evaluation process and gain input as needed • Develop the internal evaluation process that will be used in the upcoming school year
Nov - Dec	• GSC Chairperson checks in with principal regarding goals, strategies, and evaluation process/timeline • Evaluation Sub-committee administers surveys, interviews, and other tools for internal principal evaluation process and gets approval from the GSC
Jan – Feb	• Evaluation Sub-committee administers surveys and/or disseminates tools that will be used to collect data relevant to the internal evaluation process • Evaluation Sub-committee analyzes and synthesizes data received from surveys and other evaluation tools

	• Evaluation Sub-committee meets to discuss data and begin writing the final evaluation report
Mar - Apr	• Final internal evaluation report is presented to the GSC and LD Instructional Director for review • LD Superintendent or Designee acknowledges receipt of the evaluation to both the principal and the chairperson of the GSC • LD Superintendent may indicate changes or initiate further evaluation if there are concerns (*if more time is needed, the timeline for the above steps may be earlier than April*) • After any concerns have been addressed, the final report is presented to the principal for review and reflection • Principal presents response to the committee's report • The LD Instructional Director submits final report by April 25th (April 25, 6 weeks before the instructional year ends.)

Chapter

6

SCHOOL CALENDAR/SCHEDULING

Pilot Schools have the freedom to modify school days and calendar years for both students and faculty in accordance with their principles, within the parameters for Pilot Schools set by the UTLA contract. In particular, research supports a correlation between increased faculty planning time spent on teaching and learning and increased student achievement.

School calendar and scheduling autonomy for pilot schools allows them flexibility to increase planning and professional development time for their faculty and to organize their school schedule in ways that maximize learning time for students.

SCHOOL CALENDAR GUIDELINES

Agreements about Schedules

1. Pilot schools have control of their time in order to restructure the day and calendar to meet their vision and mission of the school.

2. Pilot schools may set their own annual school year schedules as long as they meet the *daily* and *annual instructional minutes* as required by the California Education Code for public schools. **IMPORTANT:** Under section IV.C of the Pilot MOU, it states, "Notwithstanding the provisions of this section, Pilot Schools shall, at minimum provide at least the number of student instructional days and the amount of instructional minutes as other District schools."

ANNUAL INSTRUCTIONAL MINUTES

	CA Education Code (minutes)	2018-2019 District Requirements (minutes)	Required Instructional Days
Kindergarten	36,000	55,100 (full day kinder)	180
Grades 1-3	50,400	55,100	180
Grades 4-6	54,000	55,100	180
Grades 7-8	62,160	65,300 (62,160 with CPT)*	180
Grades 9-12	64,800	65,300	180

Middle schools with 6-8 configuration approved for Common Planning Time have the same requirements as the State

Calendar Setting Guidelines:

- For all grade levels (unless a middle school with Common Planning Time), District policy requires a greater number of instructional minutes to be offered annually than is required by the State.

- Pilot schools must meet State apportionment requirements on the number of instructional days (180 days). Ed Code § 46200 and other sections dealing with apportionment does not grant individual schools the right to reduce the number of school days; it only gives the right to LEAs or entire districts.

- Certain holidays for public school closure cannot be changed as those are set in the California Education Code (§37220-37223). In addition, *Article XVII – Holidays* in the UTLA Collective Bargaining Agreement applies in full force to unit members who work in Pilot Schools. See ***Appendix N – Holidays***.

- If a school is planning to set longer days and/or calendar years, careful consideration should be given to equity issues as referenced in the CA Ed Code 37202.

- School should ensure timely online certification of their bell schedules. The online system is the format the district uses to gather data for state reporting.

- Schools should consider breakfast and lunch meal service times as mandated by State and Federal laws and regulations (*Federal Regulations (7CFR), Section 22.2(b) and CFR Section 210.10(f)(1)*).
  - ➢ Breakfast must be served at or near the beginning of the child's day at school and lunch must be served between 10 am and 2 pm.

- **Banked time for Professional Development:** Pilot Schools are not required to submit waiver requests for changes to their Banked Time for professional development. However, schools still have the responsibility to ensure students are receiving the required instructional minutes and that banked time is being used for professional development purposes.

3. In order to support school reform and increase student achievement, pilot schools have the right to implement flexible schedules including the selection of different instructional days for students from those identified by the District and different calendar constructs for both staff and students.

Planning Guidelines

Before making changes to the school's pupil-free days and/or school calendar, issues concerning some operational areas must be considered in order to assess the impact of the desired change(s). <u>Please refer to the Planning Guidelines table below for guiding questions as you plan to revise the Board adopted instructional calendar</u>.

PLANNING GUIDELINES AND BUDGET IMPLICATIONS
A. STAKEHOLDER INPUT: Have parents and the community been given opportunities to provide their input on the alternate date and/or calendar?
B. ADA RECOVERY: Will a change in the pupil-free day still provide the required 180 days of instruction?
C. BASIS CALENDARS and PAYROLL: • Is the proposed instructional calendar aligned to the District payroll basis calendar for both certificated and classified employees? If not, what steps need to be discussed with the Office of Labor Relations during the planning process? • Is the proposed pupil-free day scheduled outside of the employees' contract year or assignment basis? If so, how will time reporting be addressed for all affected employees?
D. How will the proposed change in date/s affect the following? What notifications must be made? How soon? • Banked-time days • Common planning time • Testing windows • MISIS-Attendance taking • Marking periods • Special Education / Itinerant Services / Related Services **(Consider the impact on transportation and special education services. *Students must be provided meals and transportation through the district for liability reasons.* Schools may not provide personal**

	transportation or meals). • Neighboring schools
E.	Are there any ongoing furlough negotiations with unions? • Furlough negotiations will affect calendars; any changes will be subject to negotiated agreements. As such any calendar change is considered tentative until all agreements have been finalized.
F.	Are there any after school programs? • Consider the impact on transportation and special education services
G.	Will it be necessary to make modifications to food services?
H.	Are there any students (other than Special Education students) that are bused to the school?
I.	For High Schools: Is there an Athletics Program that could be affected?
J.	Will marking periods and testing windows be affected?
K.	What tasks do I need to complete after my Local District Administrator of Operations confirms that the changes can be implemented?

Notification and Review Process

1. Schools planning a change in pupil-free days and/or changes to the instructional calendar for the following school year should complete the following forms located in the **FORMS** section of the manual. Completed forms must be e-mailed by **March 22nd** to the LD Administrator of Operations with the LD Instructional Director copied.
   - *Attachment A-1* – Notification of Changes to Instructional Calendar (for 2019 - 2020 school year)
   - *Attachment A-2* – Proposed Alternative Arrangements/Solutions (optional; complete the top half of the form)
   - *Attachment C* – 2019-2020 Instructional Calendar Table (an Excel version can be downloaded from the Pilot School   website).

2. The LD Administrator of Operations is responsible for e-mailing the completed forms to the   appropriate central offices. These offices will review the requests and confirm if the requested changes can be accommodated without fiscal or operational impact to the school.

3. Central offices providing services and support to the school must complete and initial **A*ttachment B*** *(For Central Office Use Only)* and e-mail it to the appropriate LD Administrator of Operations by **April 5th**. Additional operational concerns based on feedback from these offices may require further conversation with the school's principal. *Appendix O* provides central office support service contact names.

4. If there are any costs incurred as a result of the request, the school must e-mail to the appropriate LD Administrator of Operations by **April 12th** the following forms:

- The bottom half of **Attachment A-2** as confirmation of funding line to cover incurred costs and the school's intent to move forward with calendar changes.
- **Attachment A-3** – Cost Sharing Template (only for Pilot Schools on a shared campus, as applicable)

5. Once operational and fiscal issues are resolved, the principal will receive a final e-mail confirmation from the LD Administrator of Operations by **April 26**[th] that the proposed school calendar can be implemented. After confirmation has been received, principals should create the final school calendar (A*ttachment C* – 2019-2020 Instructional Calendar Table) and send a notification to parents and staff. (Please refer to **Appendix P** in the Pilot Manual for additional information regarding required notifications).

6. The LD Administrator of Operations will communicate back to the central offices, including the Office of School Operations, by **May 3**[rd] to confirm which Pilot Schools will be implementing the proposed changes to the District school calendar for the upcoming school year, including the final revised 2019-2020 Instructional Calendar Table (**Attachment C**) for each school. The LD Superintendent, Principal, Instructional Director, and Operations Coordinator will be copied in this e-mail communication.

7. The principal will complete all fiscal and operational tasks to ensure a successful school opening.

Chapter

7

PILOT SCHOOL RESPONSIBILITIES

A. ENROLLMENT AND STUDENT ASSIGNMENT

Pilot Schools will be open to students in accordance with the LAUSD student assignment plan. This includes any applicable Zones of Choice that the Pilot School is part of. Pilot Schools who wish to establish additional steps to the enrollment process must submit a written description of the process to their LD Superintendent for review and consideration. This process may be reviewed and reconsidered at any time at the request of the Governing School Council in order to address the changing needs of the school.

In general, all Pilot Schools must:
- Offer priority to siblings of currently enrolled students; and
- Not prioritize or penalize students based on academic performance, race, ethnicity, gender, income, test scores, educational program, or current school.

B. Eligible Design Team Members

Design Teams must include, but are not limited to, members who are educators, parents, students and or community representatives within the attendance area for the requested Pilot School. They may also include individuals and organizations outside of the Los Angeles Unified School District. Teachers who choose to be on Design Teams make a commitment of intent to become part of the staff should the Pilot School proposal be approved.

C. Compliance with State and Federal Laws

Every approved Pilot School must comply with all Federal and State laws and regulations and court orders. Their operating agreement must acknowledge

the District's responsibilities to ensure quality of education offered, protect the rights and interests of students and staff, and oversee the expenditure of public funds. Pilot Schools will comply with all Safe School policies and laws.

D. WASC Accreditation

Pilot High Schools must maintain accreditation status in order to continue to improve student learning and school performance. *REF 5832.4* provides guidelines for schools involved in the WASC accreditation process. High schools opening with 12th graders must set a date for a visiting committee within the first semester of opening; high schools opening with 11th graders must set a date for a visiting committee within the first calendar year of opening. *For more information on WASC Accreditation for Pilot Schools please review the WASC Accreditation and UC Course Approval section under Curriculum and Assessment Guidelines (Chapter 4).*

E. Curriculum

Pilot Schools are given the autonomy to develop their own curriculum and instructional delivery. They are expected to identify a core curriculum that all students at the school will receive. State-mandated curriculum must be delivered in Pilot Schools. High schools must ensure courses meet A-G requirements for UC approval.

F. Student Assessment

All Pilot Schools are required to prepare their students for, and to administer, State and Federal mandated tests. Pilot Schools may opt out of any District-required assessments but should be able to demonstrate they have commensurate assessments for tracking student progress. Pilot Schools are strongly encouraged to adopt standards-based assessments.

G. Pilot School Accountability Process

The purpose of Pilot Schools is to provide models of educational excellence and to foster educational reform throughout all district schools. To support these purposes, the Pilot Schools take part in a comprehensive accountability system that assesses the progress of each school using the School Review process of self-reflection, and use of formative data to assess implementation of their instructional plan (Pilot School plan, Public School Choice plan, SPSA, WASC or other). This process provides schools and stakeholders with important information about each school's performance. In addition, Pilot Schools

undertake a more intense review process in their third year of operation, and every five years thereafter. This is established by the PSSC with final accountability to the General Superintendent. Pilot Schools that were approved through the Public School Choice Process are additionally required to undergo a PSC Renewal Review process established by the Office of School Design Options. This process is discussed in #3 below.

The Pilot School accountability process involves the following:

1. **School Review.** Annually, each Pilot School will undertake a process of self-assessment that will consist of:
   - School self-reflection on their school plan implementation and goals
   - Classroom observations by a team of stakeholders (may also conduct focus group interviews with parents, teachers, and students) followed by a debrief to build commendations and recommendations, as well as any changes to goals and implementation strategy that should take place.

   The process of self-reflection, observations and focus groups are guided by the Instructional Rounds model. Pilot Schools submit a report to the Office of School Design Options documenting their findings and identifying goals. Pilot Schools that went through the Public School Choice process conduct the same annual self-assessment process except the PSC School Review Report template is used.

2. **Pilot School Quality Review (PSQR).** All pilot schools are required to engage in a Pilot School Quality Review after the first three years of operation (depending on school performance), and then every five years thereafter. The Pilot Schools Steering Committee (PSSC) establishes the Quality Review (QR) Process. This review is more in-depth than the annual one and involves a Review Team, which shall include one or more PSSC members, reviewing the school's data, WASC report (if a high school), and conducting a comprehensive school visit. After which, the Review Team submits a written report of their findings and recommendations that will be communicated to the school and school stakeholders. Schools have the opportunity to respond to the report and all review documents are provided to the Pilot Schools Steering Committee. Based on this review and other considerations, the PSSC may recommend renewal of the school's Pilot status for an additional five years. The final accountability for each Pilot School lies with the District General Superintendent. For Pilot High Schools, the PSQR will not be conducted in the same year as a WASC accreditation review or a Linked

Learning Review, if applicable; in these cases, the PSQR may be delayed one year, or the school may opt to use the PSQR as a mock WASC Review. The **PSQR Team composition** is as follows:

- LD Director (Team Leader)
- Pilot Schools Steering Committee Member(s)
- Additional Local District or Central Office Support Staff as needed

PSQR REVIEW PHASES	
I. Pre-visit Planning	Gather data / review applicable plans /identify areas of concern / coordinate visit schedule with school and develop agenda
II. On-site Review	classroom observations / focus group interviews / PSQR Team debriefs
III. Report Writing	PSQR Team takes all notes and other key evidence and develops a draft report. Team reconvenes to rate the school based on the Pilot Review rubric.

TIMELINE FOR REVIEW	
November - December 2018	- Notification to schools are sent out - PSQR Team begins initial meeting to look at data and documents gathered - LD Director coordinates site visit schedule with school principal and any additional documents required by the PSQR Team; nail down a date as much possible - Finalize additional PSQR Team members, if needed
January – February 2019	- Site visits are conducted - Write draft report within 1-2 weeks after the PSQR visit - Provide draft report to school leader for general feedback
February - March 2019	PSQR Team finalizes all Pilot School Quality Review Reports with final ratings
April 2019	Pilot School Quality Review Reports are presented to the PSSC; PSSC makes renewal recommendations
May 2019	Present PSSC Recommendations and Review Reports to the Superintendent
June 2019	Final Pilot Renewal Recommendations are communicated to schools

3. **Public School Choice Renewal Review (For Pilot Schools authorized through the Public School Choice Process):** Pilot Schools that were authorized through the Public School Choice Process undergo an external accountability review process every 3-5 years, in addition to the self-

reflective Annual School Review, to determine their renewal status. A Review Team is convened to analyze the Pilot School's School Renewal Portfolio, which includes status and growth measures, PSC Annual School reviews, focus group feedback, WASC reports, SIG plans, etc. Depending upon the review of the portfolio, school visits and interviews may be conducted as well. Since the PSC renewal process may coincide in time frame with a Pilot School's QR Process (year 3 and every 5 years thereafter), both reviews will be done in conjunction with each other with the Pilot School QR Process providing an extra focus on the school's effective utilization of its autonomies and the extent to which it exhibits the essential features of a Pilot School (collaboration; equity; innovation; personalization; accountability; use of autonomies).

Intervention

Intervention will be provided if the Pilot Schools Steering Committee, working with the school's Governing School Council and the LD Instructional Director, determines that the school is not meeting key benchmarks established by the Quality Review Process. Results of the intervention may vary up to and including recommendation for revocation of Pilot School status. The final accountability for each Pilot School lies with the Superintendent.

H. Federal and State Requirements

Pilot Schools are responsible for complying with all State and Federal requirements. This includes, but is not limited to, Title I, Title III, Title IX, the Every Student Succeeds (ESSA) Act, the California Office to Reform Education (CORE) Waiver[10], the McKinney-Vento Act, Individuals with Disabilities Education Improvement Act, and the Perkins Act at the federal level, and the California Education Code, Public Contract Code, Government Code, and other relevant statutory provisions at the state level.

For more information regarding Title I and Title III requirements, please see the 2017-2018 Program and Budget Handbook published by the Federal and State Education Programs Office.

---

[10] CORE is a consortium of 10 California school districts working together to support school reform. Eight of the CORE Districts collaborated to create an NCLB CORE Waiver Application to the US Department of Education. The waiver allows for flexibility from certain aspects of the Elementary and Secondary Education Act (ESEA, formerly NCLB).

Special Education Responsibilities

Federal and State laws govern Special Education. Furthermore, LAUSD is subject to certain court orders, complaint resolutions, and settlement agreements, with which all schools within LAUSD must comply.

To assist with, and to ensure compliance, Pilot Schools are invited to extensive professional development offerings through the Division of Special Education, as well as receiving access to bulletins, reference guides and other documents to clarify requirements. As LAUSD schools, Pilot Schools are provided with the same notices and invitations to professional development meetings as other LAUSD schools. Pilot School teachers and administrators participate in monthly meetings including: RSP/SDP teacher meetings; LD Assistant Principals' meetings; LD Principals' meetings; IEP Walk-in Clinics which are held monthly; professional development including Alternative Curriculum training, Autism professional development, Rewards/6 Minute solution training, Behavior Intervention Case Management and Pro-Act behavior training. The professional development trainings are held at various times within the year but are usually offered only two times a year. These are open to all the teachers and administrators.

Pilot Schools may contact their respective Support Units regarding questions related to special education. In addition, Pilot Schools may wish to view the *LAUSD Division of Special Education website*, which includes additional resources, documents, and on-line training opportunities. In addition, a copy of the Special Education Policies and Procedures Manual can also be downloaded from the LAUSD Documents Library.

Modified Consent Decree and MiSiS Usage

As a result of a class action lawsuit initiated in 1993, the Los Angeles Unified School District has been under Federal court oversight for special education since 1996 through a consent decree. In 2003, the plaintiffs and the District returned to Federal court to revise the consent decree in order to improve educational results for students with disabilities. The Modified Consent Decree (MCD) has three primary sets of requirements the District must meet. The first set is eighteen performance-based, measurable outcomes pertaining to students with disabilities (SWD) receiving special education services. By September 2012, the District was able to achieve sixteen of those eighteen Outcomes; and continues to focus efforts on maintaining the performance level on those sixteen while actively working to achieve performance targets of the remaining two Outcomes. The second set of requirements pertains to making District schools accessible to individuals with disabilities. The third concerns the development and implementation of the My Integrated Student Information

System (MiSiS). (*More detailed information is available online at the MCD Office of the Independent Monitor's website*).

Section 11 of the MCD requires the District to comply with the stipulation to develop and implement an Integrated Student Information System (ISIS). This will require all schools, including charter schools to utilize one common data system that is connected to all sites and enables instant access to students' records throughout the District. It is important to note that the MCD requirements will not be met until MiSiS is fully implemented by all District schools, including District-authorized charter schools which allows the District to address many of the key issues which were subject of the original lawsuit.

MiSiS usage is an MCD requirement and Pilot Schools are responsible for ensuring that their teachers fully utilize the system to allow instant access to student records in order to retrieve and transfer student information in a timely manner as students move between schools throughout the District so that every child receives the timely, high quality education he/she deserves. In particular, the implementation of an online gradebook meets a mandated MCD requirement to provide an online mark entry/mark reporting process, and an electronic gradebook. Currently, all schools use the Schoology's Gradebook and Learning Management System (LMS) on the LAUSD website will meet the needs of employees and students. Full support for the LMS is implemented.

Child Abuse and Neglect Reporting
All school employees, pursuant to California Penal Code section 11164 et seq., are mandated reporters of suspected child abuse and neglect. School staff must be trained to identify child abuse and neglect and the required reporting procedures in order to comply with this law. District *BUL 1347.3 (Child Abuse and Neglect Reporting Requirements*) in the LAUSD Documents Library outlines policy and procedures to meet this mandate.

I. Student Rights and Responsibilities

Below are brief summaries of key requirements regarding student rights and responsibilities, but these summaries are not exhaustive. Pilot Schools should reference these requirements in any related policies. General questions about this area should be directed to the applicable LD Administrator of Operations and/or the District's Office of General Counsel.

Attendance Requirements
California Education Code section 48200 requires all students aged 6 through 18 to attend school. Section 48205 provides for excused absences as follows:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by the law.
6. Due to illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election.

Pupils with excused absences shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for their work. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to the tests and assignments that the pupil missed during the absence.

Student Discipline

Students have certain due process rights prior to disciplinary action. These procedures are described in Education Code §48900. In most instances, interventions must precede formal disciplinary action. Each school should develop student discipline procedures not in conflict with Education Code requirements, to be reviewed at least every four years by a team consisting of a parent, teacher, school administrator, school security personnel if applicable, and, for secondary students, a student of the school (Education Code section 35291.5). To find out more about the LAUSD Student Discipline Foundation Policy please review BUL 6231.0 (*Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support*) in the LAUSD Documents Library. For more information about model policies and professional development, please contact your LD Operations Coordinator.

Special Student Populations

Certain student populations have additional rights. These populations include the following students:

- English Learners
- Special Education students (please see above section regarding Special Education)
- Dropouts: With regard to dropouts, in addition to Compulsory Education laws, a number of Federal and State laws require schools to report the number of dropouts and related criteria. For example, Federal law requires that graduation rates for secondary schools be reported. Graduation rates for public secondary school students are defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years and at least one other academic indicator, as determined by the State (20 U.S.C. section 6311 (a) (2) (C)). The objectives for this goal are that the Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent; and the gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated. (20 U.S.C. section 5812) State law also includes a dropout reporting requirement (Education Code section 33126, School Accountability Report Card). For more information, please contact Pupil Services and Attendance Office and the Diploma Project Office. Additional resources include *BUL 4926.2 (Attendance Manual: Policy and Procedures for Elementary, Secondary, and Option Schools)*; *BUL 908 (Guidelines-School Operating Dropout Prevention & Recovery Program)*; *REF 3613 (School Responsibilities Related to the Attendance and Dropout Tracking Reports)* in the LAUSD Documents Library.

- Homeless students: Students who are homeless have certain rights under the federal McKinney-Vento Act. The Act defines a homeless student as a child between the ages of two and eighteen who (1) lacks a fixed, regular, and adequate nighttime residence, and (2) meets at least one of the following criteria:
    - Has a primary nighttime residence that is a shelter designated to provide temporary living accommodations such as motels/hotels, domestic violence shelters, congregate shelters, and transitional housing.

- o Lives in a car, park, abandoned building, public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- o Lives temporarily in a trailer park or camping area due to the lack of adequate living accommodations.
- o Lives "doubled-up" with another family, due to loss of housing, stemming from financial problems.
- o Is abandoned at a hospital.
- o Resides in a home for school-aged, unwed mother or mother-to-be, if there are no other available living accommodations.
- o Is awaiting foster care in limited circumstances.
- o Is placed by the state in an emergency shelter due to lack of alternative housing.
- o Is a migratory child or an abandoned, runaway or throwaway youth living in any of the circumstances described above.

The McKinney-Vento Act requires school districts to designate a liaison to assist in ensuring students in these populations are enrolled and receive appropriate services. Homeless students shall remain in the "school of origin" (school of attendance at time the student became homeless), where feasible, even after a change of location/placement. Transportation may be provided, where feasible, for the student to continue enrollment in the school of origin. Homeless students must have access to educational programs and services in the same manner as all students. Students who are homeless must be immediately enrolled, even in the absence of school records, including transcripts, immunization records, and IEPs, regardless of which point in the school year it is, whether the student has a school uniform, or whether the student is being enrolled by a parent or other adult (the Caregiver Authorization Affidavit should be used to facilitate enrollment by a nonparent). For more information, please contact the Homeless Education Program (213-765-2880).

- • Pregnant/parenting teens: Pregnant/parenting teens are entitled to public education and access to the same educational programs and services as all students (Title IX). Accommodations may be made to ensure participation (Section 504, Rehabilitation Act). Pregnant/parenting teens cannot be disciplined or involuntarily transferred solely because of pregnancy, parent or marital status (Title IX). Pregnant/parenting status is private information that must be kept confidential (Cal. Const. Art. 1, Sect. 1). Pregnancy in and of itself does not mean child abuse has occurred (Penal Code § 11166 (a) (1)). Students in grades 7-12 may be excused from school for confidential medical services without parental/guardian consent or prior notice (EC §

46010.1.).   Teens who are custodial parents may be excused from school for attending their child's medical appointment (EC § 48205 (a) (6)).

For more information, please contact Student Health & Human Services (213-241-3840).   Additional resources include *BUL 3276.1 (Compliance on Services for Pregnant Minors and Parenting Minors*) in the LAUSD Documents Library.

- Children in foster care: Assembly Bill 490 established California laws regarding the education of foster children. Foster children have the right to immediate enrollment (even without the usual documents), equal access to educational programs and services, partial credit for completed coursework, and enrollment in the school of origin (no transportation from school).

- Children on probation: Students who return from juvenile detention centers are entitled to public education like any student. Many have orders requiring enrollment within 48-72 hours of release. Determining appropriate placement is contingent on reviewing the individual child's file.

Pupil Records Access and Confidentiality

Schools must keep pupil record information confidential, in accordance with federal and state laws and regulations (20 U.S.C. section 1232g; 34 C.F.R. part 99; California Education Code section 49061 and following). "Pupil records" include any information directly related to an identified pupil that is maintained by the school.   Pupil records may be maintained in any medium. Parents/guardians/adult students have an absolute right to access pupil record information and a parent's request must be met within five business days. Parents/guardians/adult students may authorize access to pupil record information to third parties. In general, third parties may not access pupil record information without this authorization or a valid court order. A school employee may access pupil record information that the employee needs to perform his/her job duties. The penalty for unauthorized access to pupil record information may include suspension of all federal funding. District Bulletin No. 2469 in the LAUSD Documents Library outlines access and confidentiality procedures.

Safe Schools

Schools must ensure that students and employees are in a safe environment. California law requires schools to develop safe school plans to meet this mandate. Pilot Schools should develop safe school plans in collaboration with

the other school(s) housed on the same campus. Visit the LAUSD School Operations website for more information.

Annual Notification

Pursuant to federal and state law, parents/guardians and adult students must be notified of certain rights, including but not limited to parent involvement, access to school records, student dress codes/uniforms, health and safety issues, and attendance responsibilities. A summary of the notification requirements can be found in ***Appendix P*** and more information is also available through the LAUSD Parent/Student Handbook available through the LAUSD Parent and Community Services website.

J. <u>Facilities</u>

In determining the location of a Pilot School on a campus, consideration shall be given to the available suitable space, budget for any necessary upgrades, and compliance with applicable laws and regulations regarding school facilities. Prior to making a determination that a Pilot School should be relocated to another facility, the LD Superintendent/Designee shall meet with the Pilot School and its governing school council regarding the issue of relocation. Any final determination as to relocation of a Pilot School remains with the appropriate LD Superintendent.

INSTRUCTIONS:

For the table below, only fill in areas where there are changes. Pilot Schools planning to change one or more Pupil-Free Days and/or make changes to their instructional calendar must consider the impact of the requested change prior to submitting this form. Please review the School Calendar section in the Pilot Manual for guidance using the Planning Guidelines table. Calendar change requests before Board adoption of District calendar and final furlough agreements with labor partners (if applicable) are considered tentative and subject to revisions.

Please e-mail completed forms to your LD Administrator of Operations (LDAO) and Instructional Director (ID) by **March 22, 2019**.

NO FAXES will be accepted. The LDAO will e-mail the signed form to the central offices for an assessment of operational and fiscal impact. If Central Office projects costs will be associated with the proposed changes, the LD AO will notify the Principal and the ID. Once all reviews and applicable modifications/revisions are completed, a confirmation e-mail will be sent to the Principal by the LDAO by **April 26, 2019.**

Changes to the calendar must be confirmed by the LDAO in writing via email to begin any needed operational school support by Central.

☐ We are following the District's Single Track Calendar except as noted in the table below.

School Name *(Required)*	Location Code *(Required)*		Contact Person:	
			Phone / E-mail Address:	
First Day of Instruction			Winter Break	
Last Day of Instruction			Spring Break	
Pupil Free Days	From	To	Legal Holidays	
Unassigned Days			School Holidays	
Other days not in session			Total Number of Instructional Days	

We certify that (please check as it applies):
☐ *the number of required annual instructional minutes and instructional days will be met*
☐ *the number of employee paid work days are in accordance with basis requirements and applicable furlough Days*

Please use Attachment A-2 to describe how you are addressing any Operational and/or Fiscal Impact to the changes in your school's instructional calendar.

PRINCIPAL *(Signature)*	GOVERNING SCHOOL COUNCIL CHAIRPERSON *(Signature)*

Los Angeles Pilot Schools Manual 2018 - 2019

We propose the following solutions to address any possible Operational and/or Fiscal impact to our instructional calendar changes.

Service Area	
Food Services	
Special Ed Transportation	
Classified Employees	
After School Programs	

School must complete and e-mail to the LD Administrator of Operations by <u>March 26, 2019</u> if school is moving forward with instructional changes and providing funding for incurred costs.

We understand that there will be costs incurred due to the change in our instructional calendar.

☐ Costs incurred due to the changes in dates indicated in *Attachment A-1* will be paid with the following funds:

FUND		AREA		PROGRAM		OBJECT	

Multi-school campuses that will share costs, please complete Attachment A-3 (Cost Sharing Template) with your Fiscal Specialist.

_____   _____
PRINCIPAL (Signature)   GOVERNING SCHOOL COUNCIL CHAIRPERSON
                                                                               (Signature)

MULTI-SCHOOL CAMPUS COST SHARING TEMPLATE[11]

School Campus:		Fiscal Specialist:	
ESC:		Phone #:	

If funding a position, please complete the boxes below:

Job ID:		Job Name:	
Personnel Sub Area[12]:		Work Schedule[13]:	
Total Hours Per Day:			

# of Lines	Cost Center	Cost Center Name	Cost Sharing Detail	Funding %	Hours Per Day	Days Per Week	Fund	Functional Area	Start Date	End Date
1			Ex. Transportation							
2										
3										
4										
5										
6										
7										
8										

[11] A Fiscal Specialist or School Business & Operations Manager (for sites that fund this position) should be able to assist you with completing this form

[12] Personnel SubArea is the basis (i.e., CSXX, CTXX)

[13] Work Schedule is the calendar option (I.e. 1CA06, 1B_06)

CENTRAL OFFICE LISTED BELOW: Please review the attached requested calendar changes from (*Pilot School*) and provide Fiscal and/or Operational Impact information, if applicable. If neither applies, please use "N/A". Please fax or e-mail signed form to *(LD Administrator of Operations name)* at (*e-mail address*) no later than **April 5, 2019**. Complete a separate sheet if necessary.

Attendance & Enrollment Branch	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Beyond the Bell	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Central Budget Services	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Food Services	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Human Resources Division	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Business Tools for Schools - ITD	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Interscholastic Athletics	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Office of Data & Accountability	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Payroll Services	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Personnel Commission	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Special Education	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Labor Relations	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Testing Services	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		
Transportation Services Division	☐ Fiscal Impact	☐ Operational Impact
Reviewed by:	$	Specify:
Initial:		